DOCUMENT RESUME

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ABSTRACT

Six appendixes comprise the final report of PEECH Outreach, a Program for Early Education of Children with Handicaps. Included are a financial report, a final evaluation report (with listings of PEECH outreach and replication sites and a description of PEECH objectives); a summary of personnel receiving services; a listing of goals, objectives, outputs and evaluation; a followup study of original project participants; and an inventory of language arts, mathematics, perceptual, and audiovisual materials and professional texts. (CL)

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1977-78 FINAL REPORT

H. M. Fullerton, Ed.D.
Executive Director

Lois A. Cadman
Project Director

PEECH OUTREACH
(A Program for Early Education of Children with Handicaps)

Grant Number: G007700893

Region IX Education Service Center
3014 Old Seymour Road
Wichita Falls, Texas 76309
817/322-6928

EC11 8 339

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
BUREAU OF EDUCATION FOR THE HANDICAPPED

Program Performance Report
for
Handicapped Children's Early Education Program

Part I

1. Date of Report: June 30, 1978 2. Grant Number: G007700893

3. Period of Report: From July 1, 1977 to June 30, 1978

4. Grantee Name and Descriptive Name of Project:

   A Program for Early Education of Children with Handicaps,
   Project PEECH Outreach

5. Certification. I certify that to the best of my knowledge and belief this report (consisting of this and subsequent pages and attachments) is correct and complete in all respects, except as may be specifically noted herein.

Lois A. Cadman

Lois A. Cadman, Project Director

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
OMB NO. 51-R1091

PROGRAM PERFORMANCE REPORT (Discretionary Grants)

Further monies or other benefits may be, but will not necessarily be, withheld under this program unless this report is completed and filed as required by existing law and regulations *(45 CFR 121, GSA FMC 74-7)*.

Part I

All grantees with awards from programs listed under "General Instructions" above respond.

1. Date of Report:	2. Grant Number:
August 15, 1978	G007700893
3. Period of Report: From:	**To:**
July 1, 1977	June 30, 1978

4. Grantee Name and Descriptive Name of Project:

PEECH Outreach (A Program for Early Education of Children with Handicaps)

Certification: I certify that to the best of my knowledge and belief this report *(consisting of this and subsequent pages and attachments)* is correct and complete in all respects, except as may be specifically noted herein.

Typed Name of Project Director(s) or Principal Investigator(s):	Signature of Project Director(s) or Principal Investigator(s):
Lois A. Cadman	

Part II *("Accomplishment" Reporting)*

A. All grantees, except for those with awards under 13.443 are to respond to this Section A. Grantees under 13.443 go to B of Part II.

All grantees with awards under 13.444 except those supported solely for "Outreach" activities are to follow the organization of categories listed below in presenting their performance reports. The categories are based on activities common to all Early Childhood projects with the exception noted above for projects solely supported for outreach activities.

(1) Direct and Supplementary Services for Children's Services
(2) Parent Family Participation
(3) Assessment of Child's Progress
(4) Inservice Training for Project Staff
(5) Training for Personnel from other Programs or Agencies
(6) Demonstration and Dissemination Activities
(7) Coordination with other Agencies
(8) Continuation and Replication

The grant application for programs 13.445, 13.446, 13.450, and 13.520 provided for the following functions or activities as categorical headings in the budget and narrative sections:

Research and Development	Dissemination
Demonstration Service	Preservice/Inservice
Evaluation	Training

Programs 13.451, and 13.452 do not usually require a breakout since the primary function or activity is intrinsic to the respective program.

For each of the above programs, functions, or activities *(as well as those of special import for certain programs; e.g., replication, advisory councils, parent involvement)* discuss the objectives and subobjectives presented in the approved application *(in narrative format)* in terms of:

(a) Accomplishments and milestones met.
(b) Slippages in attainment and reasons for the slippages.

Refer back to your application and utilize your quantitative quarterly projections, scheduled chronological order and target dates, and data collected and maintained as well as criteria and methodologies used to evaluate results for (a) and (b). For grantees under 13.444, in discussing training or personnel from other programs, include descriptions of types of training, institutions or organizations involved, and numbers of trainees and hours of training received.

Also highlight those phases of the plans of action presented in your application that proved most successful, as well as those that upon implementation did not appear fruitful. NOTE: Outreach grantees are to discuss accomplishments and slippages in terms of replication and stimulation of services, resources provided and field testing and dissemination and training in terms of types of personnel receiving training and the number of hours involved.

Grantees finishing this portion of Part II, go to C of Part II.

B. Reporting for Grantees under 13.443 *(Research and Demonstration)*.

Discuss major activities carried out, major departures from the original plan, problems encountered, significant preliminary findings, results, and a description and evaluation of any final product. Either include copies of, or discuss, information materials released; reports in newspapers, pro-

zines, journals, etc.; papers prepared for professional meetings; textual and graphic materials; completed curriculum materials and instructional guides, or drafts if in a developmental stage, special methods, techniques and models developed; scales and other measuring devices used.

When finished with this portion of Part II, 13.443 grantees go to C of Part II.

All grantees are to respond to this section C. Discuss the following:

(1) Unanticipated or anticipated spinoff developments *(i.e., those which were not part of your originally approved subobjectives, but which are contemplated within the purpose of the Education for the Handicapped legislation, such as new cooperative inter-agency efforts, a decision by volunteer(s) to pursue a career in special education, new public school policy to integrate handicapped children into regular classrooms, enactment of mandatory or other State legislation affecting early education, relevant new course offerings at universities, etc.).*

(2) Where outputs are quantified in response to any portion of Part II, relate quantifications to cost data for computation of unit costs. Analyze and explain high-cost units.

(3) Indicate other matters which you would like OE to know about *(e.g., community response to the project, matters concerning the project's working relationship with OE, technical assistance of OE staff, or any other relevant subject.).*

Part III

All grantees with a Demonstration/Service function or activity, except for 13.444 grantees who are solely supported for "outreach" activities, are to complete Tables IA, IB, and IC. All grantees under 13.451, as well as those under other handicapped programs with a Preservice/Inservice Training activity are to complete Table II. All grantees under 13.444 except those who are supported solely for "outreach" activities, are to complete Tables IIIA and IIIB.

Table IA – Demonstration/Service Activities Date

Children

Enter actual performance data for this report period into the appropriate boxes. Use age as of the time of the original application, or the continuation application, whichever is later. On lines above line 11, count multihandicapped individuals only once, by primary handicapping condition, and indicate the number of multihandicapped in line 12. Data for lines 1 through 11 are for those directly served: i.e., services to those enrolled or receiving major services, and not those merely screened, referred or given minimal or occasional services.

Type of Handicap	Number of Handicapped Served by Age					
	Ages 0-2	Ages 3-5	Ages 6-9	Ages 10-12	Ages 13-18	Age 19 and Over
1. Trainable Mentally Retarded		98				
2. Educable Mentally Retarded		121				
3. Specific Learning Disabilities						
4. Deaf-Blind						
5. Deaf/Hard of Hearing		7				
6. Visually Handicapped		2				
7. Seriously Emotionally Disturbed		38				
8. Speech Impaired		158				
9. Other Health Impaired						
10. Orthopedically Impaired		13				
11. Total		437				
12. Multihandicapped						

If the data in the above table differ by more than 10 percent from the data originally presented in your approved application, please explain the difference.

Table IB

Project Staff Providing Services to Recipients in Table IA

Type of Staff	Number	
	Full-time	Part-time *(As Full-time Equivalents)*
Professional Personnel *(excluding teachers)*	3	
Teachers		
Paraprofessional		

Table IC

If applicable: Services to Those Handicapped Not Included in Table IA

Service	Number of Handicapped
Screened	32
Diagnostic and Evaluative	
Found to Need Special Help	
Other Resource Assistance	53

Table II

Preservice/Inservice Training Data for Outreach Sites

Handicapped Area of Primary Concentration	Number of Persons Received Inservice Training	Number of Students Received Preservice Training by Degree Sought			
		AA	BA	MA	Post-MA
Multihandicapped					
Administration					
Early Childhood	79				
Trainable Mentally Retarded					
Educable Mentally Retarded					
Specific Learning Disabilities					
Deaf/Hard of Hearing					
Visually Handicapped					
Seriously Emotionally Disturbed					
Speech Impaired					
Orthopedically and Other Health Impaired					
TOTAL	79				

If data in Table II above differ by more than 10 percent from those in your approved application, explain.

OE 9027-1, 2-79

A total of 103 seminars were conducted for 1,617 professionals.
A total of 169 consultative visits were made to 35 school districts.

APPENDIX I

OMB NO. 80-R0180

FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT: U. S. Office of Education

2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.: G007700 893

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION:
Region IX Education Service Center
3014 Old Seymour Road
Wichita Falls, TX 76309

4. EMPLOYER IDENTIFICATION NO.: 75-1246742

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.: 4448H70020

6. FINAL REPORT: [X] YES [ ] NO

7. BASIS OF REPORT: [X] CASH [ ] ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year): FROM 07 01 77 TO 06 30 78

9. REPORT PERIOD (Month, Day, Year): FROM 07 01 77 TO 06 30 78

10. STATUS OF FUNDS	PROGRAMS - FUNCTIONS - ACTIVITIES (1)	(2)	(3)	(4)	(5)	(6)	TOTAL
a. Total outlays previously reported	53273.00						53273.00
b. Total program outlays this period	36918.34						36918.34
c. LESS: Program income credits	-0-						-0-
d. Net program outlays this period	36918.34						36918.34
e. Total program outlays to date	90191.34						90191.34
f. LESS: Non-Federal share of program outlays	-0-						-0-
g. Total Federal share of program outlays	90191.34						90191.34
h. Total unpaid obligations	-0-						-0-
i. LESS: Non-Federal share of unpaid obligations	-0-						-0-
j. Federal share of unpaid obligations	90191.34						90191.34
k. Total Federal share of outlays and unpaid obligations	90191.34						90191.34
l. Total Federal funds authorized	90000.00						90000.00
m. Unobligated balance of Federal funds	-0-						-0-

11. INDIRECT EXPENSE: a. TYPE OF RATE (Mark box)
[ ] PROVISIONAL [ ] FINAL
[X] PREDETERMINED [ ] FIXED

b. RATE: 9

c. BASE:

d. TOTAL AMOUNT:

e. FEDERAL SHARE:

12. REMARKS (Attach additional sheets if necessary)

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

NAME AND TITLE: H.M. Fullerton Exec. Dir.

TELEPHONE: AREA CODE 817 NUMBER 322-6928 EXT.

SIGNATURE OF AUTHORIZED OFFICIAL: H.M. Fullerton

DATE REPORT IS SUBMITTED: 7-14-78

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NEW 6011

APPENDIX II

Part II-A
PEECH Outreach
Final Evaluation Report
1977-78

The PEECH Outreach Project originated as a result of the success demonstrated by the PEECH Project (A Program for Early Education Children with Handicaps). Project PEECH, funded by the Bureau of Education for the Handicapped Early Childhood Programs, United States Office of Education Title VI-C, Section 623, Public Law 91-230 was in the operational stage from 1972-1975. The home intervention model demonstrated an economically and educationally feasible method for serving rural sparcely populated areas.

The target area for the project is a sparsely populated area covering twelve midwest Texas counties which includes 10,230 square miles and a total population of 210,896. The area school population is 46,555 with an estimated preschool population of 12,653. Approximately 24,500 school age children are located in Wichita County indicating the sparsity factor of the project area.

The objectives of the model program were accomplished as follows:

1. To develop a model program for training handicapped children, ages six months to six years living in a rural area.
2. To train parents as paraprofessional educators of handicapped children.
3. To use parent paraprofessional educators as home teachers of handicapped children under the direction of certified teachers.
4. To provide preservice and inservice training of project personnel and parent of handicapped children involved in the project.

5. To provide for demonstration, dissemination, coordination, replication and evaluation of the project.

The handicapping conditions served by the project include: mental retardation, emotional disturbance, physically handicapped, hard of hearing, speech and language development. Precision teaching and behavior modification were major tools used in the educational process. Together with the educational materials available through the project, the home teachers worked at training parents through weekly home visitations. The ultimate goal was for the parent to assume the chief teaching responsibilities until the child is able to attend school.

The rationale of the project was based on the thesis that parents can be effectively involved in the teaching of their handicapped child on a daily basis, and that changes in behavior can be observed and recorded by the parents. An evaluation was made of each child to assess the developmental level at which the child is functioning. From this assessment individualized educational programs were developed for each project participant.

Programs for pre-school children were quite limited at the time the PEECH Project was originally funded. At that time identification of children eligible for a program for handicapped children was a major component. Through the efforts of Project PEECH and the continuation of the PEECH Outreach, programs have been established within the Region IX Education Service Center area and in other localities within the state. The teacher training component has affected the services available and the quality of programs being developed. Parental involvement, a major

thrust of the program, was both demonstrated and actively continued as a result of the efforts of the staff. Children mainstreamed into kindergarten programs, the development of a Bilingual Preschool Program and a Bilingual Parenting Program were direct spin-offs of the program plan as well as projected plans for additional involvement of parents in activities concerning pre-reading experiences for young children. Through the efforts of this program it has demonstrated the effectiveness of parent training and that parents have a vital influence in the education of their child.

Without the continued services of the PEECH Outreach Staff, consultative assistance would not be available for schools interested in upgrading established programs or for the development of new programs at the present level of expertise or cost. Funding of this program has allowed opportunity for the orgainzation of a staff with expertise in the area of early education for handicapped children which is a rare and unique privilege for educators. As a selected part of the First Chance Network of Early Education Programs for Handicapped through the efforts of the Bureau of Education for the Handicapped, the PEECH Outreach Program has been recognized nationally and has provided guidance for quality programs for young handicapped children and their parents.

Through the Texas State Board Policy Guidelines, Texas Comprehensive Plan of Special Education, and the Education for All Handicapped Children Act (Public 94-142), provision is specified for educational programming of children ages three through twenty-one. In the urban areas many of

these children can be brought to a central location for educational services, however, in the sparsely populated rual areas it is not financially or physically feasible to transport these young children over distances between 50 and 100 miles per day. The PEECH model is not only educationally profitable but economically feasible. Many of the special education services throughout the United States are looking for a satisfactory program of instruction and procedures to facilitate a home intervention program. In many of the geographically rural areas the only program for handicapped children is one of diagnostic evaluation with no provision of follow-up educational services.

The intent of the PEECH Outreach Project is to train professional and paraprofessional home teachers to implement the PEECH Model, a home intervention program, in selected replication sites. Four replication sites were established during the 1975-76 school year, five sites were established during the 1976-77 school year and five additional sites were established during the 1977-78 school year. The project staff is also actively involved in the dissemination of information locally, statewide and nationally, providing consultative assistance to early childhood personnel; and with the Texas Education Agency in planning for utilization of the early childhood projects.

The major objectives of the Outreach Program are:

1. To provide preservice and inservice training of staff in each replication site.

2. To provide assistance in the development and utilization of curriculum and materials.

3. To provide consultative assistance to the contracted sites.

4. To provide consultative assistance to the on-going demonstration programs within the Region IX Education Service Center area.

5. Provide for dissemination of information and evaluation of the program.

The handicapping conditions served by the PEECH Project included: mental retardation, emotional disturbances, physically handicapped, hard of hearing, blind or partially sighted, speech and language development. Precision teaching and behavior modification techniques were major tools used in the educational process.

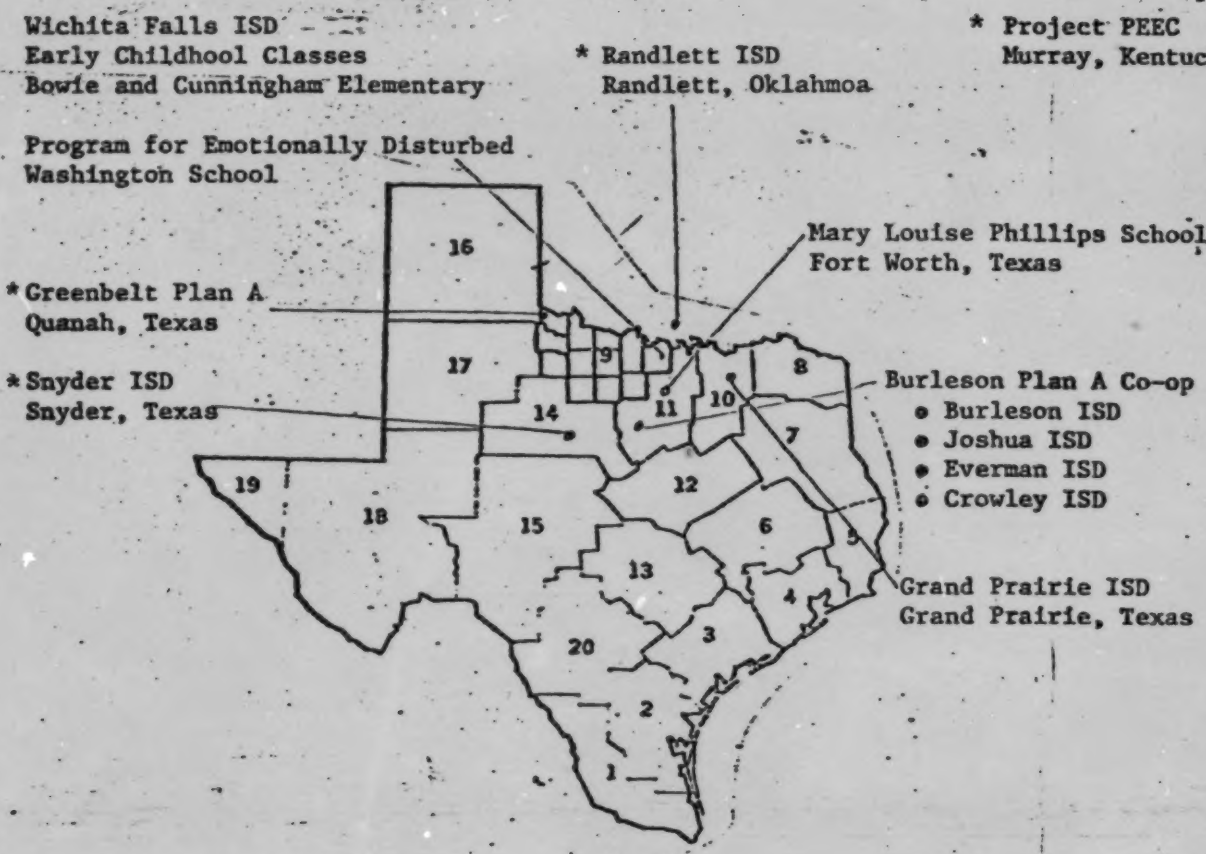
Technical assistance for, (1) administration, and (2) instruction was provided by the PEECH Outreach staff Project Consultants during the project year. The assistance directed to administration was concerned with budgeting procedures, data forms and survey instruments, guidelines for admittance to early childhood programs, purchasing procedures and utilization of materials, dissemination of information techniques, and evaluation design. Technical assistance was provided for the area of instruction with emphasis placed upon, (1) diagnosis, (2) overview of handicapping conditions, (3) development of individualized programs, (4) parent training, and (5) on-site monitoring system where teachers are provided with individual assistance. Methods for diagnosis were introduced by demonstration, lecture, role playing, and use of films and video tape. Characteristics of the handicapping conditions were introduced through workshops. The topics of the workshops were: normal child growth and development, abnormal growth and development, and adaptation for varying handicapping conditions. Supervisors, home teachers, and diagnosticians were trained to develop individualized programs by utilizing

test results, observing behaviors, utilizing precision teaching techniques, utilizing behavior modification techniques, and parent training techniques.

In providing Outreach services the director, two training coordinators, and the project consultants worked to train personnel in each of the established replication sites. The target area for the Outreach Assistance during the 1977-78 year encompassed five "Plan A" Cooperative School District located within the State of Texas and the on-going demonstration sites located within the Region IX Education Service Center area. The following statistical data summarizes the number of persons receiving technical assistance, training and direct services as a result of the Outreach Assistance.

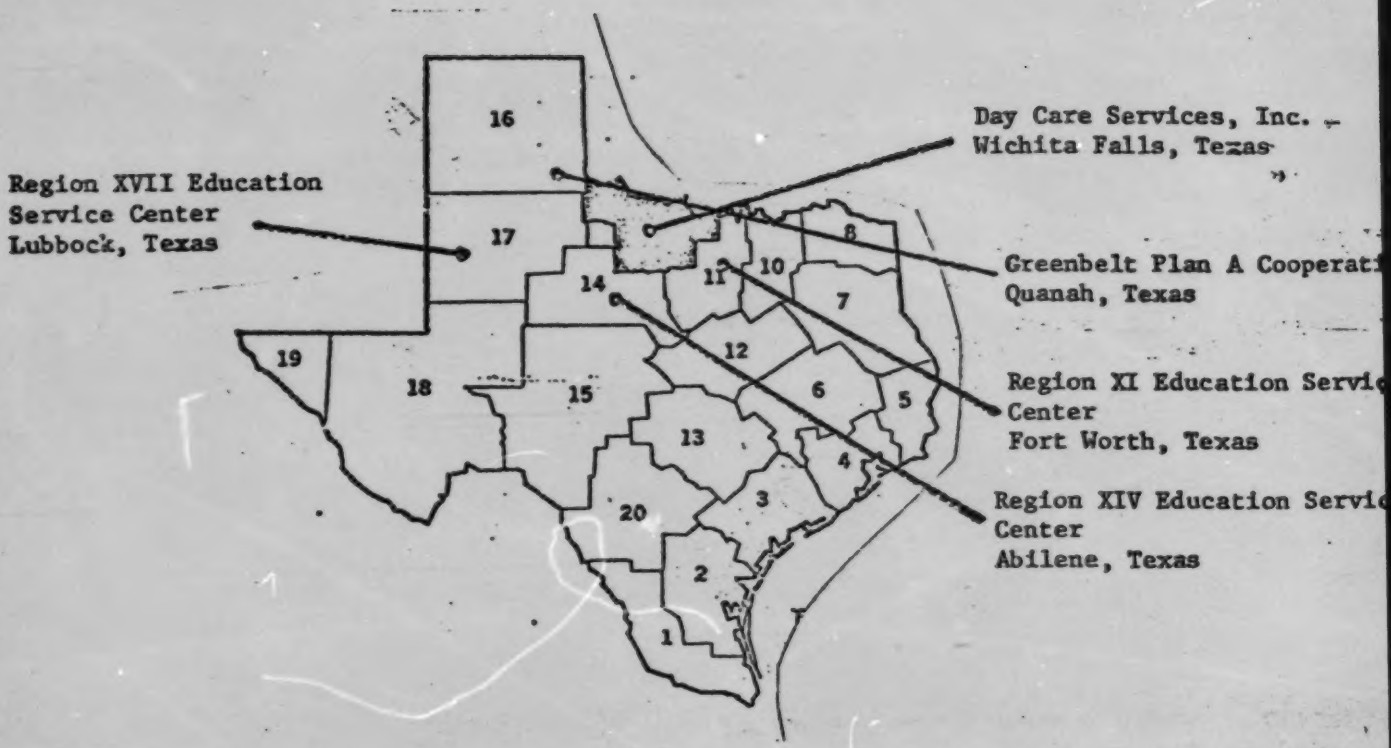
Recommendations with the onset of Public Law 94-142: The Model as presented is in great demand in the state of Texas. Project PEECH Outreach has been flooded with requests for training implementation and program development for the severely handicapped preschool child. This service has been more in demand with the publication of guidelines for the implementation of Public Law 94-142, therefore, a continuation of the Outreach program would provide a unique and profitable service to the school districts within the state of Texas.

PEECH Outreach Sites
1977-78



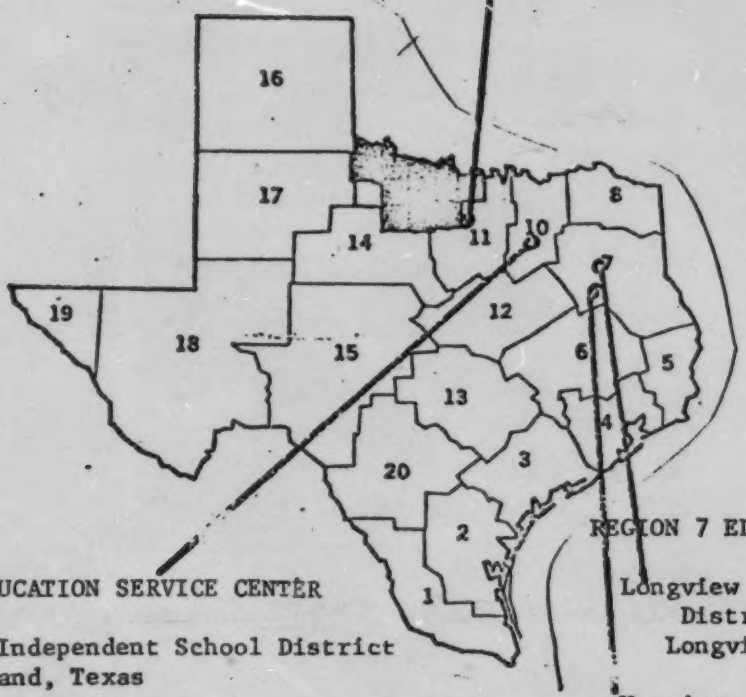
* Additional sites where inservice training was conducted

1976-77 REPLICATION SITES



Regional locations, Education Service Centers

1975-76 REPLICATION SITES



REGION 11 EDUCATION SERVICE CENTER

Wise County Plan A Coop
Decatur, Texas

REGION 10 EDUCATION SERVICE CENTER

Garland Independent School District
Garland, Texas

REGION 7 EDUCATION SERVICE CENTER

Longview Independent School District
Longview, Texas

Harrison County Plan A Coop
Hallsville, Texas

Part II-B

In summary the objectives of the PEECH Outreach were:

1. To present the PEECH Model to target agency participants.

   a. A total of 44 professionals located in 6 replication sites were provided information for locating handicapped children.

   b. A total of 40 professionals located in 5 replication sites were presented guidelines for admittance to the home intervention programs for preschool handicapped children.

   c. A total of 33 professionals located 4 demonstration and 9 replication sites were trained in diagnostic procedures.

   d. A total of 56 professionals located in 3 demonstration and 12 outreach sites were trained to implement the home teaching process.

   e. A total of 184 professionals were trained in 4 workshops and 13 teachers in 5 replication sites were trained in the selection and development of appropriate materials for preschool handicapped children.

2. To provide preservice and inservice training to target agency participants.

   a. To acquaint target agencies with the PEECH Project.

      (1) General meetings were held to acquaint schools with the PEECH Project in ten sites where information was distributed to 523 teachers, parents, superintendents, supervisors, principals, and teachers aides.

      (2) Brochures were circulated at ten regional, state and national meetings and 59 letters were written to individuals requesting information concerning the project.

      (3) The project staff participated in 16 regional, state and national meetings.

      (4) Eleven visitors representing 3 sites were provided with project information.

      (5) The project staff participated in 4 meetings of the Texas Infant Consortium and assisted with a state conference concerning Infant Programs.

b. To train teachers in Precision Teaching, Behavior Modification Techniques, and Child Growth and Development.

(1) Thirty-six seminars were conducted for 212 professionals in the area of precision teaching and behavior modification.

(2) Nine seminars were conducted for 512 professionals in the area of Child Growth and Development.

3. To monitor ongoing programs in the target areas.

a. Forty-five consultative visitations were made to the demonstration programs.

b. One hundred twenty-four consultative visitations were made to 10 replications sites.

c. Thirty-two children originally participating in the PEECH project were re-evaluated to determine their continued progress and tracking data was collected on 53 children.

4. To act as consultants to the target sites.

a. Criteria for program evaluation was presented to 5 replication sites.

b. The Project Director assisted with the monitoring evaluation of 3 three Plan A cooperative Special Education Programs.

5. To evaluate the Outreach Program.

a. The objectives as stated in the project application were evaluated. (See Appendix IV)

b. A follow-up evaluation of 32 children and tracking data for 53 children originally receiving the home intervention program offered by Project PEECH was compiled. (See Appendix V)

APPENDIX III

SUMMARY
PERSONNEL RECEIVING SERVICES
July 1, 1977 to June 30, 1978

DEMONSTRATION SITES

Plan A Cooperative	Professional	Paraprofessional	Served
Montague County	3		30
Clay-Jack	4		35
Burkburnett	2	1	8
West Wichita	2		6
Wilbarger	2		10
Big "4"	4		88
Haskell-Knox	4		52
Total	21	1	229

OUTREACH SITES

Site	Professional	Paraprofessional	Children Served
Burleson Plan A			
Burleson ISD	3	2	14
Crowley ISD	3	1	16
Joshua ISD	4		5
Everman ISD	4	1	19
Mary Louise Phillips School Fort Worth ISD	7	4	32
Grand Prairie ISD	4	2	30
Wichita Falls ISD	8	2	56
Randlett ISD	2		1
Project PEEC	3	1	22
Snyder ISD	3	1	12
Greenbelt Plan A	1		1
Total	42	15	208

SUMMARY
PERSONNEL RECEIVING SERVICES
July 1, 1976 - June 30, 1977

DEMONSTRATION SITES	TEACHERS TRAINED Professional	Paraprofessional	CHILDREN RECEIVING SERVICES
Montague County Plan A	4	1	21
Clay-Jack	3		5
Burkburnett	1	1	6
West Wichita	3	1	21
Wilbarger County	1	1	8
Big "4" Co-op	3	1	17
Haskell-Knox	2	2	22
TOTAL	17	7	100

REPLICATION SITES	TEACHERS TRAINED Professional	Paraprofessional	CHILDREN RECEIVING SERVICES
Harrison County Plan A	1		3
Longview I.S.D.	2	2	22
Wise County Plan A	1		7
Garland I.S.D.	9	2	39
Region XI ESC, Ft. Worth	22		47
Region XVII ESC, Lubbock	24		35
Day Care Center, Inc.	10	15	20
Greenbelt Plan A	3	2	11
Region XIV ESC, Abilene	14		27
TOTAL	86	21	211

SUMMARY
PERSONNEL RECEIVING SERVICES
1975-76

DEMONSTRATION SITES	TEACHERS TRAINED Professional	Paraprofessional	CHILDREN RECEIVING SERVICES
Montague County Plan A	4	1	25
Clay-Jack	3		5
Burkburnett	2	1	24
West Wichita	1	1	10
Wilbarger County	1	1	6
Big "4" Co-op	3	1	17
Haskell-Knox	2	2	22
TOTAL	16	7	109

REPLICATION SITES	TEACHERS TRAINED Professional	Paraprofessional	CHILDREN RECEIVING SERVICES
Hallsville	1		3
Longview	3	2	22
Decatur	1		7
Garland	8		43
TOTAL	13	2	75

APPENDIX IV

MANAGEMENT BY OBJECTIVES

FINAL REPORT
July 1, 1977 to June 30, 1978

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
1. Present the PEECH Model to target agency participants.	1.1 Teach professional staff to procedures and instrumentation for locating handicapped children in target areas.	1. Professional staff instructed in the utilization of locating handicapped children in the following target areas: a. Snyder ISD (7/6/77) Snyder, Texas (2) b. Burleson Plan A Co-op Burleson, Texas (9/8/77) (16) c. Wichita Falls Early Childhood (4) Wichita Falls, Texas (8/30/77) d. CHILD FIND Personnel Region IX ESC Wichita Falls, Texas (8/30/77) (14) e. Grand Prairie ISD (4) Grand Prairie, Texas (8/25/77) f. Project PEEC (4) Murray, Kentucky (3/20/78)	1.1 A total of 44 professionals in 6 sites were provided training in the area of location of handicapped children.

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Texas Education Agency
Department of Special Education

CLARIFICATION
of
Policies and Administrative Procedures for the
Education of Handicapped Students, AD8 871 01

IMPORTANT Use this format to provide written comments on the policies and administrative procedures that need further clarification. Please provide as much of the following information as possible to assist the Texas Education Agency in understanding your comments. Use a new sheet for each section on which you comment.

POLICY
OR
ADM. PROCEDURE: ___3571 ___3572 ___3573 ___3574 ___3575 ___4121

SECTION: _____

PARAGRAPH: _____

PAGE: _____

COMMENT:

****

CLARIFICATION: (THIS SPACE FOR CLARIFICATION)

Signed: _____ Date: _____
(for Don L. Partridge's signature)

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
	1.2 Help target agency develop guidelines for admittance to the program.	1. Guidelines for admittance to the program have been presented to: a. Snyder ISD Snyder, Texas (7/6/77) (2) b. Burleson Plan A Co-op Burleson, Texas (9/20/77) (16) c. CHILD FIND Personnel Region IX ESC Wichita Falls, Texas (8/30/77) (14) d. Grand Prairie ISD Grand Prairie, Texas (8/25/77) (4) e. Project PEEC Murray, Kentucky (3/21/78) (4)	1.2 A total of 40 professionals in 5 sites were provided training in the development of guidelines for admittance to early childhood programs for handicapped.
	1.3 Acquaint target units with Diagnostic procedures.	1. The following target units have been trained to utilize diagnostic procedures: a. Demonstration sites: 1. Bowie ISD (3) Bowie, Texas 2. Burkburnett ISD (2) Burkburnett, Texas 3. Henrietta ISD (1) Henrietta, Texas 4. Megargel ISD (1) Megargel, Texas	1.3 Diagnostic procedures were presented to: a. Demonstration sites: 7 professionals located in 4 sites. b. Replication sites: 26 professionals located in 9 sites

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
		b. Replication sites: 1. Burleson Plan A a. Joshua ISD (2) b. Crowley ISD (2) c. Everman ISD (2) d. Burleson ISD (3) 2. Grand Prairie ISD (4) 3. Fort Worth ISD, Mary Louise Phillips Schools (4) 4. Wichita Falls ISD (4) 5. Randlett ISD (1) 6. Project PEEC Murray, Kentucky (4)	
	1.4 Train professionals to to educate parents to to assume to role of parent-paraprofessional educators.	1. The following target agencies have been trained to implement the home teaching process: a. Demonstrations sites: 1. Bowie ISD (3) Bowie, Texas 2. Burkburnett ISD (2) Burkburnett, Texas 3. Henrietta ISD (1) Henrietta, Texas b. Replications sites: 1. Burleson Plan A a. Joshua ISD (2) b. Crowley ISD (2)	1.4 Training to implement the home teaching process: a. Demonstrations sites: 6 professionals located in 3 sites. b. Replication sites: 50 professionals located in 12 sites.

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
		c. Everman ISD (2) d. Burleson ISD (2) 2. Grand Prairie ISD (4) 3. Fort Worth ISD (4) 4. Wichita Falls ISD (4) 5. Randlett ISD (1) 6. Snyder ISD (3) 7. Greenbelt Plan A (1) 8. Region X ESC (22) 9. Project PEEC (3)	
	1.5 Train professionals to select and/or make appropriate instructional materials and equipment.	1. Training to select instructional materials a. Demonstration sites: 1. Regional Inservice "Learning Centers" (8/24/77) (49) 2. "Creative Art for Kindergarten (8/24/77 (35) 3. Spring Forum "Learning Centers" (4/1/78) (58) 4. Regional Learning Centers Seminar (6/3/78 (42) b. Replication sites: (Concentrated I.E.P. Development)	1.5 4 workshops were conducted for 184 teachers emphasizing the utilization of materials and 13 teachers in the 5 sites were trained to utilize materials in the development of I.E.P.'s.

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
		1. Burleson Plan A (4 teachers) . Burleson (14 students) . Crowley (16 students) . Joshua (5 students) . Everman (19 students) 2. Mary Louise Phillips School (4 teachers) (6 students) 3. Randlett (1 teacher) 4. Grand Prairie (2 teachers) 5. Wichita Falls (2 teachers)	
2. To provide preservice and inservice training for project participants.	2.1 Acquaint target agencies with the PEECH Project.	1. General meetings were held with schools to acquaint them with the PEECH Project where information was distributed through brochures and format presentation: a. Grand Prairie ISD (3) Grand Prairie, Tx (8/25/77) (3) b. Wichita Falls ISD (4) Wichita Falls, Tx (8/30/77) c. Burleson Plan A (16) Burleson, Tx (9/77) d. Regional PTA Meeting (43) Iowa Park, Tx (10/20/77)	2.1.1 Target agencies were contacted through: 10 presentations were to 523 teacher, parents, superintendents, supervisors, principals, and teachers aides.

GOAL	OBJECTIVE	OUTPUTS		EVALUATION
		e. Regional Inservice Training (170) Wichita Falls, Texas (8/23-24/77)		
		f. Wichita Falls ISD Inservice (3) Wichita Falls, Texas (8/29-9/1/77)		
		g. Seminar for Home Teachers (22) Richardson, Texas (10/19/77)		
		h. C.E.C. Midwinter Conference (42) Midwestern State University (1/28/78)		
		i. Spring Forum (178) Midwestern State University (4/1/78)		
		j. Regional Inservice (42) Wichita Falls, Texas (6/3/78)		
		2. Materials were disseminated to persons through:	2.1.2	Brochures disseminated at 10 regional state and national meetings and 59 individual letters.
		a. Brochures distributed at:		
		(1) First Year Project Directors Meeting Alexandria, Va.		
		(2) Texas C.E.C. Dallas, Texas		
		(3) TACLD Austin, Texas		
		(4) Region IX C.E.C. Wichita Falls, Texas		
		(5) Project Directors Meeting Arlington, Va.		

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
		(6) New York C.E.C. (7) International C.E.C. Kansas City (8) Texas Infant Consortium Dallas, Texas (9) Spring Forum Wichita Falls, Texas (10) Regional Inservice Wichita Falls, Texas	
		b. 59 letters have been disseminated to persons requesting information.	
		3. Professional Meetings on Which Project Staff Participated	2.1.3. Project Staff participating in 16 regional state and national meetings.
		a. Curriculum Meeting Texas Education Agency San Antonio, Texas (9/26-27/77)	
		b. First Year's Project Directors Meeting Alexandria, Va. (8/25/77)	
		c. Outreach Project Directors Meeting Washington, D.C. (9/12-14/77)	
		d. Project Directors Meeting Arlington, Va. (10/25-28/77)	

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
		e. TACLD Austin, Texas (10/13-14/77)	
		f. Consortium Meetings held in conjunction with the Texas Education Agency (7/28/77; 9/26/77; 1/31/78; 3/14/78)	
		g. Child Find Meeting Region IX ESC Wichita Falls, Texas (9/30/77)	
		h. Vernon Regional Jr. College Vernon, Texas (11/16/77)	
		i. Supt. Retreat (2) Region IX ESC Lake Texhoma (2/1-2/78)	
		j. Region IX C.E.C. Wichita Falls, Texas (1/28/78)	
		k. Early Childhood Education Seminar Texas Woman's University Denton, Texas (3/9/78)	
		l. Texas Infant Consortium Meeting Dallas, Texas (4/20-21/78)	
		m. Early Learning Center (3) Stephen F. Austin St. U. Nacogdoches, Texas (5/14-15/78)	

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
		n. Training Conf. for Severely/Profoundly Handicapped Richardson, Texas (4/18-19/78) o. International C.E.C. Kansas City, Mo. (5/1-5/78) p. International Conference on Parents and Young Children St. Louis, Mo. (6/20-24/78)	
		4. Visitors Observing the Outreach Site a. Supt. and Asst. Supt. (2) Snyder ISD Snyder, Texas (7/6/77) b. Texas Tech University Project Staff (5) Lubbock, Texas (1/23-24/78) c. Graduate Students and Professor (4) University of Georgia Athens, Ga. (6/30/78)	2.1.4. 11 visitors represent-three sites visited the project.
	2.2. To train teachers in Precision Teaching and Behavior Modification and Techniques.	1. Seminars held at Regional Inservice Training: 8/23/77 Behavior Management (52)	2.2. 36 seminars were conducted for 212 professionals in the area of precision teaching and behavior modification.

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
		8/23/77 - I.E.P. (68) 8/24/77 - Behavior Management (45) 8-24-77 - I.E.P. (35)	
		2. 30 weekly training sessions (9) Behavior Management, Mary Louise Phillips School, Fort Worth, Tx.	
		3. Wichita Falls ISD Inservice Training (3) (8/29-9/2/77)	
		4. Seminar I.E.P. Child FIND Personnel (14) Wichita Falls Washington Elementary School Wichita Falls, Texas (1/27/78)	
	2.3. To train teachers in Child Growth and Developmental Sequence (both normal and abnormal).	1. Seminars held at Regional Inservice Training: 8-24-77 - Learning Centers (49) 8-23-77 - Adaptive P.E. (45) 8-24-77 - Language Approach (41) 8-24-77 - Creative Art for Kindergarten (35)	2.3. 9 seminars were conducted for 512 professionals in the area of Child Growth and Development.
		2. Seminar for Home Teachers (22 home teachers) Region X ESC Richardson, Texas (10/19/77)	

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
		3. Seminars for C.E.C. (42) Regional Midwinter Conference Midwestern University (1/28/78)	
		4. Spring Forum Early Childhood Training 4/1/78 (58) 4/1/78 (178)	
		5. Regional Inservice Training Seminar - Wichita Falls 6/3/78 (42)	
3. Monitor Ongoing Programs in Target Areas.	3.1. To provide inservice training to professional staff in each outreach site.	1. Inservice Programs conducted throughout the year for the demonstration program and replication sites.	3.1. A total of 103 seminars were conducted for 1,617 professionals.
	3.2. To visit each target site monthly.	1. Consultative visits made to demonstration sites: a. Burkburnett 11/8; 12/9; 12/12; 4/15 b. Montague County Plan A Bowie 4/24, 26, 29 Montague Plan A 4/11, 5/23 Saint Jo 5/23 Nocona 5/30 c. Clay-Jack Plan A Henrietta 1/13, 2/24, 5/22 Perrin 5/30 d. Big 4 Plan A Olney 5/24 Seymour 11/3, 3/2, 5/23, 24 Graham 11/4, 5/30	3.2.1. 45 visits were made to 25 school districts.

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
		Archer City 5/29 Megargel 11/17,28; 2/22; 3/14 Throckmorton 5/31 Woodson 5/31	
		e. West Wichita Plan A Electra 10/19 City View 10/22 Iowa Park 10/7, 11/1, 5/23	
		f. Haskell-Knox Plan A Munday 4/10 Knox City 4/10 Weinart 11/29 O'Brian 11/29, 2/22 Benjamin 11/16 Rochester 11/16	
		g. Wilbarger County Plan A Vernon 10/4, 6/1	
		h. Day Care Center, Inc. 3/15	
		2. Consultative visits made to replication sites:	3.2.2. 124 Consultation visits were made to 10 replication sites.
		a. Fort Worth (9/16, 21; 10/7, 21, 28; 11/4, 23; 12/9, 16; 1/3; 2/7, 15, 28; 3/16, 21; 4/3, 17)	
		b. Burleson Plan A	
		(1) Burleson (9/20; 10/4, 18, 25; 11/3, 17, 29; 12/14; 1/5, 25; 2/14; 3/1, 7, 14; 4/4, 24)	

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
		(2) Joshua (9/29, 19; 11/1, 29; 1/24; 2/1, 8; 3/1, 3, 22; 4/5, 25) (3) Everman (9/29; 10/10, 25, 11/16, 18, 19; 1/25; 2/1, 8, 24; 3/1, 15, 22; 4/4, 5. (4) Crowley (10/4, 18; 11/3, 15; 12/14; 1/18; 2/14; 3/3, 8, 16; 4/4, 24)	
		c. Wichita Falls (9/22, 23, 27, 28; 10/5; 11/8, 9, 22; 12/2, 13, 20; 1/10, 24, 27; 2/14, 21, 27; 3/6, 13; 4/4, 11, 18, 25, 27; 5/16)	
		d. Grand Prairie (10/11, 27; 11/14, 21; 12/14; 1/20, 25; 4/28)	
		e. Randlett, Oklahoma (11/23, 30; 12/19; 2/2, 6, 13, 27; 3/6, 13, 21, 28; 4/4, 11, 18, 25; 5/8, 9)	
		f. Project PEEC (3/20, 21, 22) Murray, Kentucky	
		g. Snyder ISD (11/14) Snyder, Texas	
	3. Consultative visits were made in regard to re-evaluation and computation of tracking data for the children who participated in the PEECH Program.	3.2.3.	Follow-up study of original PEECH participants.

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
		a. 32 parents were contacted regarding the follow-up evaluation of the PEECH participants. b. The PEECH Outreach Staff re-evaluated a total of 32 children. c. Tracking data was collected on 53 children.	a. Pre-post evaluation data was calculated on 32 children. b. Tracking data was formulated on 53. children.
4. To act as consultants to the target projects.	4.1. Present criteria for evaluation of the home intervention program.	1. The criteria for evaluation has been presented to the 5 replication sites. 2. The projected assisted with the monitoring evaluation team visits for: a. Haskell Knox Plan A (4/10/78) b. Montague County Plan A (4/11/78) c. Wichita Falls ISD (4/12/78)	4.1. Each replication site developed a program evaluation.
	4.2. Present administrative guidelines to be followed in carrying out the Outreach Project.	1. Administrative guidelines were developed in accordance with the constraints placed upon both the Texas guidelines and	4.2. 437 children received services according to the guidelines rendered by the Texas Education Agency. (See Appendix III)

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
		Public Law 94-142 concerning programs for preschool handicapped children.	
5. To evaluate the Outreach Program.	5.1. Provide an annual evaluation of the Outreach Project.	1. Data collected for the final evaluation report submitted to the U. S. Office of Education consisted of: a. Follow-up test analysis of participants of the demonstration program. b. Tracking data on original participants located. c. Evaluation of management by objectives.	5.1. A final evaluation was conducted: a. On the PEECH Outreach services rendered. b. Tracking data was compiled on 53 project participants and 32 children were re-evaluated. (See Appendix V)

APPENDIX V

CONTINUATION REPORT (PEECH, REGION IX, 1978)

INTRODUCTION

From 1972 to 1975, PEECH provided home-centered, educational service to selected rural children in Region IX. From the outset, the project, under the direction of Ms. Lois Cadman, sought to measure the progress of the children by the use of standardized instruments. The two basic instruments have been the Alpern-Boll and the Stanford-Binet.

This report studies the test behavior of the 31 PEECH children for whom data were available at each of these four data collection times:

A = Entrance (PEECH) Evaluation
B = Exit (PEECH) Evaluation
C = Spring, 1977
D = Spring, 1978

As may be inferred from the discriptors, Evaluations A and B bound each child's stay in PEECH while C and D represent stages in each child's progress subsequent to participation in the project. The evaluation battery was held constant at each time, and personnel from PEECH administered the battery in every instance.

The analysis of these data presents many problems. Because the intervals between the data collection points varied from 11.4 months to 24 months, as shown in Table 2, trend analysis was regarded as inappropriate. Finally, it was decided to do the analysis in three major parts. Part I would present the mean scores for the 31 children on each of the eight subtests at each of the four evaluation dates and would test whether or not the data differ statistically at the different test dates. Part II would look at the pre- and post- evaluations at each of four intervals.

Part III would compare, so far as possible, the rate of progress made by all the children while in the project with the rate of progress made in the years subsequent to the project. Finally, Part IV would compare the effects of advantageous and disadvantageous placement on progress made subsequent to project participation.

PART I: MEAN AND DIFFERENCE SCORES AT FOUR EVALUATION DATES

INTRODUCTION

The complete PEECH evaluation battery, which consisted of the Alpern-Boll and the Stanford-Binet, was administered to a total of 31 children at each of the four evaluation dates. The relevant specifications of the eight subtests are shown in Table 1. Except for the Alpern-Boll Combined IQ and the Stanford-Binet IQ, each of the remaining six subtests is scored in years and months. Each test is scored in a positive direction. And each test, except for the Stanford-Binet IQ, is entered in the multivariate analysis of variance.

As shown in Table 2, the mean chronological age of the subjects at the time of the Entrance examination was some seven-tenths of a month greater for the Stanford-Binet than for the Alpern-Boll. At each of the three subsequent testings, however, the mean CA was the same for both tests.

In this report, data have not been treated by such possible independent variables as sex, race, or handicapping condition.

PROFILE ANALYSIS

In the profile analysis, both actual post- values and compensated post- values (Irwin and Wong, 1974) were used. The compensated technique can be used only with instruments that are scored in years and

months. In this technique, the assumption is made that the rate of development manifested by each child in each domain will remain constant during the intervention period. The compensated post- value, then, is the difference between the projected post- value and the actual post- value. The compensated post- value is, in short, a mathematical correction for maturation. But the theoretical nature of this projection must be recognized. Because the Irwin-Wong technique introduces a mathematically projected maturation effect, the intervention effect is systematically reduced with respect to the unmanipulated difference score. Thus tests of statistical significance are more stringent for compensated post- values than for unmanipulated change scores, particularly if the intervention time is great.

Table 3 presents the unmanipulated data for the 31 children at the four test dates. Table 3A presents data for the same subjects, tests, and times, but with the compensated post- values. In both tables, values are expressed in the units of the test. Thus, except for the Alpern-Boll and the Stanford-Binet, both of which yield IQ points, all data in both tables are shown in months.

In Table 3, those tests that are expressed in months show a general increase; the difference values are positive. But, both the Alpern-Boll IQ and the Stanford-Binet are negative at C - B and D - B. The Stanford-Binet IQ is negative at D - C.

A one sample multivariate profile analysis tested whether the means, as shown in Table 3, on the eight tests differ generally at the four evaluation dates. The profile analysis was significant ($F = 38.55$; $df = 21,10$; $p < .01$), permitting rejection of the hypothesis that the

scores do not change with time. The statistical significance of changes by individual test and by selected test intervals will be described in Part II.

In the compensated post- data shown in Table 3A, for the six tests expressed in months the differences are smaller than those indicated in Table 3. Moreover, for Alpern-Boll Social, Alpern-Boll Academic, and Stanford-Binet MA, the changes are actually negative at interval D-C. IQ values are the same as in Table 3. A one sample multivariate profile analysis was not appropriate for the data in Table 3A.

PART II: PRE- POST- EVALUATIONS AT FOUR TEST INTERVALS

INTRODUCTION

It must be explicitly recognized, inasmuch as no control group was used, analyses of the test data during any of the four intervention periods can express only the magnitudes and probabilities of the obtained changes. Causation cannot be directly inferred. In these analyses, both actual post- values and compensated post- values (Irwin and Wong, 1974) were used.

The Memphis State Computerized Evaluation Program (Wong and Irwin, 1974) was used at each intervention period. This analysis includes: (1) multivariate analyses of variance; (2) univariate analyses for each test; (3) one-way analyses of variance done in conjunction with the Newman-Keuls; and (4) confidence intervals for the probabilities of success with each test.

PEECH ENTRANCE/PEECH EXIT EVALUATIONS

THE MULTIVARIATE ANALYSES OF VARIANCE (MANOVA)

The purpose of the MANOVA is to estimate the overall impact of

the total program as represented by the scores of each of the 31 children on each of the seven tests entered in the analyses. For the non-compensated data entered in Table 3, the MANOVA is significant ($F = 14.24$; $df = 7,210$; $p = < .01$). This analysis suggests that the improvement in the 31 children while participating in the PEECH project was greater than would be expected by chance.

The MANOVA for the same seven tests using the compensated data from Table 3A was also significant ($F = 4.42$; $df = 7,210$; $p = < .01$). Again, even with the more stringent compensated post- values, the improvement made by the children while in the PEECH project may be interpreted as being greater than would be expected by chance.

ANALYSES BY INDIVIDUAL TESTS

For the non-compensated data, the mean entrance scores for the 31 children are shown in column A of Table 3, the mean exit scores, in column B; and the mean difference scores for this period in the column B - A. The F-ratios for each of the eight measures are significant ($p = < .01$). Thus, it may be concluded that the progress made by the children on each of the tests is greater than would be expected by chance.

Using the compensated data as appropriate, the mean entrance score for the children on each of the tests is shown in column A of Table 3A; the mean post- score, in column B_c; and the mean difference score in column B_c - A. For the eight measures, the gains made on the Alpern-Boll Physical and on the Alpern-Boll Self-Help are not significant ($p = > .05$). The gains made on the remaining six tests, however, are significant ($p = < .05$). Thus, even if time compensated measures were employed (the

two IQ measures reflect a form of time compensation), the gains were greater than would be expected by chance.

ANOVA AND NEWMAN-KEULS

One-way analyses of variance were completed for the eight subtests, using both the compensated and the non-compensated values. In these analyses, the data are first standardized (subtract the pre- mean and divide by the pre- standard deviation) in order to minimize the effect of the different tests themselves. The purpose of these analyses of variance is to test the hypothesis that the eight subtests do not differ in sensitivity, that is, in magnitude of change as measured. For both the non-compensated and the compensated post- values, the tests were significant ($F = 4.15$; $df = 7,30$; $p = < .01$: and $F = 3.35$; $df = 7,30$; and $p = < .01$ respectively). These one-way analyses of variance, then, suggest that significant differences probably will be found in the gains measured by the different pairs of tests.

The Newman-Keuls is designed to test the significance of the difference in the individual pairs of tests. A treatment total--defined as the sum of the difference in the pre-, post- scores after standardization--is computed for each test. The Newman-Keuls analyses rank each test in order of ascending magnitude of treatment total and present the statistical significance of the difference between the treatment totals of the members of each possible pair of tests.

Table 4 presents the Newman-Keuls analysis for the non-compensated data. In the left-hand column, the tests are ranked by name in order of increasing sensitivity. Thus, the treatment total for the Stanford-Binet IQ is lowest; for the Alpern-Boll Academic, greatest. The statistical

significance of the difference between each pair of tests is shown in columns under the heading, Treatment Totals. The individual pairs of tests are coded by name and number. As shown in Table 4, five of the 28 possible pairs of tests differ significantly from each other. Note, however, that each of the differences is between the Stanford-Binet MA and the Alpern-Boll Academic and pairs involving the Alpern-Boll Combined, the Alpern-Boll Self-Help, the Alpern-Boll Physical, and the Alpern-Boll Social. In short, the significance of the differences in pairs is largely related to performance on the Stanford-Binet MA and Alpern-Boll Academic.

Table 4A presents the same Newman-Keuls analysis using, however, the compensated post- data. Note that when the factor of time is introduced, only two of the differences in the pairs of measures are significant.

CONFIDENCE INTERVALS FOR SUCCESS

For purposes of these analyses, success is defined as any change from the pre- score to the post- score in the direction of improvement. In Table 5, the number of children succeeding in each of the eight subtests appears in the third column, No. of Successes. Note that 31 of the children showed success in the Alpern-Boll Academic and that only 24 showed success in the Alpern-Boll Combined. The column headed Proportion of Successes gives the best point estimate of the probabilities of success for each test. For the Alpern-Boll Academic, the best point estimate is 1.000. For the Alpern-Boll Combined, the best point estimate is .774. Confidence Limits are given for both the 95% and 99% levels.

Table 5A presents the probabilities of success using the compensated

age values. The number of successes is sharply reduced. Twenty-seven succeeded on the Stanford-Binet MA, but only 18 on the Alpern-Boll Physical. The respective point estimates for these tests are .871 and .581.

PEECH EXIT/SPRING, 1977

The children, the measures and the analyses are the same as those in the Entrance/Exit evaluations. Only the time interval varies. This portion of this report is concerned with that period subsequent to dismissal from PEECH and terminating in the Spring of 1977. So far as Tables 3 and 3A are concerned, these analyses deal with the differences indicated in columns C - B and C_c - B.

THE MULTIVARIATE ANALYSES OF VARIANCE (MANOVA)

For the non-compensated data summarized in Table 3, the MANOVA was significant ($F = 17.62$; $df = 7,24$; $p = < .01$). For this period, and using the non-compensated data, the children continued to show an overall change that was greater than would be expected by chance.

With the non-compensated data of Table 3A, however, the MANOVA was not significant ($F = 1.19$; $df = 7,24$; $p = > .05$). Thus, if mathematical projections of the effects of time are introduced, the changes made by the children overall are not greater than would be expected by chance.

ANALYSES BY INDIVIDUAL TESTS

For the differences shown in column C - B in Table 3, the univariate analyses for Alpern-Boll Physical, Alpern-Boll Self-Help, Alpern-Boll Social, Alpern-Boll Adademic, Alpern-Boll Communication, and Stanford-Binet MA are all significant ($p = < .01$). For the Alpern-Boll Combined IQ and the Stanford-Binet IQ, however, the tests were not significant

($p = > .05$). This analysis suggests that for each of the tests scored in months, the differences are greater than those to be expected by chance. If, however, as in the two IQ measures, a time factor is introduced, the difference becomes non-significant.

The univariate analyses on the compensated post- values shown in Table 3A further reflect this difference. If the compensated post- values are used, none of the univariate tests is significant ($p = > .05$).

These two sets of univariate analyses, the one using non-compensated and the other using compensated post- values, suggest that although the children continue to improve after leaving the PEECH program, the rate of improvement may be slower than while in the program.

ANOVA AND NEWMAN-KEULS

Tables 6 and 6A present one-way analyses of variance for the eight subtests. As specified, the data are first standardized (subtract the pre- mean and divide by the pre- standard deviation) in order to minimize the effect of the different tests themselves.

The purpose of this analysis of variance is to test the hypothesis that the eight subtests do not differ in sensitivity, that is, in magnitude of change as measured. For the non-compensated post- values, the one-way analysis of variance is significant ($F = 37.50$; $df = 7,210$; $p = < .01$). This analysis suggests, then, that for the non-compensated values at least, the tests will differ in sensitivity.

The same one-way analysis was also performed for the compensated post- values. The Between Tests F-ratio was not significant ($F = 1.94$; $df = 7,210$; $p = > .05$). This analysis suggests that the individual tests will not differ in sensitivity if compensated post- values are employed.

Table 6 presents the Newman-Keuls test for the non-compensated values. Note that 15 of the 28 possible pairs of tests are significant ($p = < .05$). In this instance, the differences are fairly generally distributed among the pairs.

Table 6A presents the Newman-Keuls analysis using the compensated values. None of the differences between the pairs is significant ($p = > .05$).

CONFIDENCE INTERVALS FOR SUCCESS

Tables 7 and 7A present the Confidence Intervals for Success. As in Part II, the number of successes per test is greater for the non-compensated post- values than for the compensated post- values.

PEECH EXIT/SPRING, 1978

Again, the children, the measures, and the analyses are the same. In this instance, however, the period includes that covered in the immediately preceding analysis but adds an additional year.

MULTIVARIATE ANALYSES OF VARIANCE (MANOVA)

The MANOVA for the non-compensated post- values was significant ($F = 84.28$; $df = 7,24$; $p = < .01$) and the MANOVA for the compensated post- values was also significant ($F = 5.15$; $df = 7,24$; $p = < .01$). Both analyses suggest, then, that overall the children made greater change during this extended period subsequent to the exit from the PEECH program than would be expected by chance alone.

ANALYSES BY INDIVIDUAL TESTS

These analyses are concerned with data from Tables 3 and 3A as shown in columns D - B and D_c - B. For the data from Table 3, using non-compensated values, each of the tests with the exception of the Alpern-Boll Combined IQ, is significant ($p = < .01$). For the data shown

in Table 3A, using the compensated post- values, only the Alpern-Boll Communication, the Stanford-Binet MA, and the Stanford-Binet IQ are significant ($p = <.05$). As before, these univariate analyses suggest that if the factor of time is introduced mathematically, the overall rate of improvement as measured by each test more closely approximates a degree would be expected by chance.

ANOVA AND NEWMAN-KEULS

One-way analyses of variance were again completed for the eight subtests using both the compensated and non-compensated data. The Between Tests F-ratio for the non-compensated data was significant ($F = 97.05$; $df = 7,210$; $p = <.01$) and the Between Tests F-ratio for the compensated values was also significant ($F = 6.94$; $df = 7,210$; $p = <.01$). These analyses permit the interpretation that whether compensated or non-compensated post- values are used, the sensitivity of the individual tests may vary.

The Newman-Keuls analyses are presented in Tables 8 and 8A. In Table 8, the members of 22 of the 28 pairs of tests differ significantly from each other and in Table 8A, 15 so differ. These analyses suggest that as the time interval between testing becomes greater, the differences in sensitivity between tests increases.

Tables 9 and 9A present the data on confidence intervals for success. As reported in earlier sections of this report, the number of successes is greater in the non-compensated analysis (Table 9) than in the compensated analysis (Table 9A). Note, however, that the number of successes in both Tables 9 and 9A is generally greater than in Tables 7 and 7A respectively, although the Stanford-Binet is a conspicuous

exception to this trend. The general increase in number of successes seems to reflect that as time between testings is increased, the children have more opportunity to improve, and the number of successes becomes greater.

SPRING, 1977/SPRING, 1978 EVALUATION

MULTIVARIATE ANALYSES OF VARIANCE (MANOVA)

For the non-compensated data in Table 3, the MANOVA is significant ($F = 28.48$; $df = 7,24$; $p = < .01$). For the compensated data in Table 3A, the MANOVA is again significant ($F = 3.35$; $df = 7,24$; $p = < .05$). Both analyses suggests that even in the last year during which the children were followed, overall improvement is greater than may be attributed to chance. Columns are D - C and D_c - C respectively.

ANALYSES BY INDIVIDUAL TESTS

For the non-compensated data, the mean pre- scores are shown in column C of Table 3; the mean post- scores in column D; and the mean difference scores for this period in column D - C. The F-ratios for the five basic Alpern-Boll measures and the Stanford-Binet MA are highly significant ($p = < .01$). For the Stanford-Binet IQ, the F-ratio is significant ($p = < .05$). But the F-ratio for the Alpern-Boll Combined is not significant ($p = > .05$). Except for the Alpern-Boll Combined, then, it may be concluded that progress on each test continues to be greater than might be expected by chance.

For the compensated data of Table 3A, only Alpern-Boll Self-Help, Alpern-Boll Communication, and Stanford-Binet IQ are significant ($p = < .05$). Characteristically, the introduction of the projected time element reduces the apparent magnitude of the changes.

ANOVA AND NEWMAN-KEULS

For both the non-compensated and compensated post- values, the one-way analyses of variance were significant ($F = 18.77$; $df = 7,210$; $p = < .01$ and $F = 4.21$; $df = 7,210$; $p = < .01$ respectively). These analyses suggest that differences will be found in the sensitivity of the eight measures used in the study.

Table 10 presents the Newman-Keuls for the non-compensated data. Fifteen of the 28 possible pairs show significant differences ($p = < .05$). Table 10A presents the Newman-Keuls for the compensated data. Only four of the 28 pairs show significant differences ($p = < .05$). Again, as the time factor is introduced mathematically, the apparent differences in sensitivity of the tests are reduced.

CONFIDENCE INTERVALS FOR SUCCESS

These analyses are presented in Tables 11 and 11A. For the non-compensated data, the range in number of successes is from 29 on Alpern-Boll Communication to 11 on Stanford-Binet IQ. For the compensated data, the range is from 19 on the Alpern-Boll Communication to 11 on the Stanford-Binet MA.

PART III: COMPARISON OF PROGRESS MADE DURING PARTICIPATION IN PEECH PROJECT AND SUBSEQUENT TO PARTICIPATION IN PROJECT PEECH

INTRODUCTION

Any comparison of the progress made by the 31 children of this report during and subsequent to participation in Project PEECH is complicated by (1) variations in the project time of each child (5.6 to 30.5 months) and (2) variations in the post- project time of each child (25 to 49 months). As a partial solution to the time problem, all

comparisons involving the six measures scored in months were made using compensated post values (Irwin and Wong, 1974). In addition, however, it must be recognized that many differences in the educational and physical development of the children and in their post- project environments further complicated the meaningfulness of the analysis.

DATA AND ANALYSIS

The gains made by the 31 children subsequent to the program (D_c - B) were subtracted from the gains made by the children while in the program (B_c - A). The mean difference scores for each of the eight tests are shown in Table 12. The range of scores is from -3.95 months for Alpern-Boll Communication to 24.97 points for Stanford-Binet IQ. In seven of the eight measures, the project gain was greater than the post- project gain.

MULTIVARIATE ANALYSIS OF VARIANCE

A multivariate analysis of variance was completed using seven of the eight variables. The Stanford-Binet IQ was not included because it was redundant with the Stanford-Binet MA. The F-Ratio was significant ($F = 5.470$; $df = 7,24$; $p = < .01$). The MANOVA, then, suggests that overall the children did make greater gains while in the project than subsequent to the project.

But, because the Alpern-Boll Communication difference was negative, the MANOVA was rerun using the remaining six of the original seven measures. The F-Ratio was again significant ($F = 6.092$; $df = 6,25$; $p = < .01$). The second MANOVA ruled out the possibility that the negative score for Alpern-Boll Communication was responsible for the significant F-ratio.

UNIVARIATE ANALYSES OF VARIANCE

F-Ratios for the Alpern-Boll Academic, Alpern-Boll Combined IQ, Stanford-Binet MA, and Stanford-Binet IQ were significant ($p = < .05$). Thus, on four of the eight measures, the children not only made greater gains while in the program but the increases were greater than would be expected by chance. The remaining four areas--including the Alpern-Boll Physical, Alpern-Boll Self-Help, Alpern-Boll Social, and Alpern-Boll Communication--were not significant ($p = > .05$).

DISCUSSION

The analysis ignores many factors and compensates for time differences only by a mathematical projection. Nevertheless, the findings that in seven of the eight tests the differences were positive and that each of the significant tests was positive, suggest the interpretation that the children improved at a more rapid rate while in PEECH than afterwards.

PART IV: EDUCATIONAL EFFECTS OF ADVANTAGEOUS AND DISADVANTAGEOUS PLACEMENT SUBSEQUENT PROGRAM PARTICIPATION

INTRODUCTION

Mrs. Cadman, director of Project PEECH, felt that the educational appropriateness of the placement of the PEECH children subsequent to participation in the project varied widely. The decision was made to examine, so far as possible, the relative progress made by the advantageously placed children in contrast with that made by the disadvantageously placed.

Mrs. Cadman had classified 18 of the 31 children followed in this study as appropriately placed and 13 as inappropriately placed. As previously noted, these 31 children had been administered the complete PEECH battery at two periods subsequent to this participation in the

project: Spring, 1977; and Spring, 1978. The time intervals between project termination and (1) the Spring, 1977 testing varied from 10.9 months to 36.5 months and (2) the Spring, 1978 testing varied from 25.0 months to 49.0 months. The decision was made to restrict this portion of the analysis to the interval between Spring, 1978, because, with six exceptions, the examinations were all given within a period of slightly more than one year. Although this decision reduced the time interval covered by the study, it did have the advantage of isolating a relatively constant time interval.

No attempt was made to estimate the adequacy of the subject classification or to control for the possible effects of such potentially important factors as age, sex, type and degree of handicap, previous progress, or current status.

DATA AND ANALYSIS

The mean difference scores for the two groups on the eight measures are presented in Table 13. Six of the scores are expressed in months; two in IQ points.

MULTIVARIATE ANALYSIS OF VARIANCE

A multivariate analysis of variance was completed. The purpose of the MANOVA was to estimate any overall difference in the gains made by the two groups. The Binet IQ was not entered in the MANOVA because it is redundant with the Binet MA. The MANOVA was not significant ($F = 1.44$; $df = 7,23$; $p = > .05$), suggesting that the improvement made by the two groups on the PEECH battery would not differ significantly.

UNIVARIATE ANALYSES OF VARIANCE

Univariate analyses of variance were completed on each of the eight

tests. As indicated in Table 13, the F-Ratio for the Binet-MA was significant ($p = < .01$); the F-Ratios for the remaining seven tests were not ($p = > .05$). Except, then, in the instance of the Binet MA, subsequent educational placement did not appear to affect the progress of the children differentially during the period of the study.

DISCUSSION

Because of the many uncontrolled factors and/or imperfect randomizations, it is difficult to place a firm interpretation on the results of this analysis. One possible conclusion, of course, is that appropriateness of an assignment--as defined here--is not closely correlated with degree of educational improvement.

As noted earlier, however, for six of the 31 children in the study, the test interval was 14 months or longer. It so happened that these children were distributed three by three in each assignment group. These six children were dropped and the complete analysis was rerun with N's of 15 and 10. The results were essentially the same. The pattern of the means was similar. The multivariate was not significant. Of the univariates, the Stanford-Binet MA remained significant. Thus, possible differences in intervention time for these six children did not seem to be important. The multivariate with the six children dropped is not reported in tabular form.

REFERENCES

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Kerlinger, Fred N., Foundations of Behavioral Research, 2nd ed., New York: Holt, Rinehart, and Winston, Inc. (1973).

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TABLE 1. Input specifications for the PEECH evaluation battery (Terminal Report, PEECH, 1978).

Code No.	Age	Specifications*		
		Developmental Age	Direction of Change	Multivariate
1	A-B Physical Age	+	+	+
2	A-B Self-Help Age	+	+	+
3	A-B Social Age	+	+	+
4	A-B Academic Age	+	+	+
5	A-B Communication Age	+	+	+
6	A-B Combined IQ	-	+	+
7	Binet MA	+	+	+
8	Binet IQ	-	+	-

*Key

Developmental Age: + = scored in years and/or months: - = other units.

Direction of Change: + = larger is better: - = smaller is better.

Multivariate: + = include in MV: - = do not include.

TABLE 2. Mean chronological age in months and gain in mean chronological age at 4 consecutive evaluations (Terminal Report, PEECH, 1978).

Measurement	Evaluation				Difference		
	A	B	C	D	B - A	C - B	D - C
Alpern-Boll	37.7	51.3	75.3	90.0	13.6	24.0	14.7
Stanford-Binet	38.4	51.3	75.3	90.0	12.9	24.0	14.7

TABLE 3. Mean and difference scores for 31 children at 4 consecutive evaluations (Terminal Report, PEECH, 1978).

Measure	Evaluation				Difference			
	A	B	C	D	B - A	C - B	D - B	D - C
A - B Physical	34.03	51.42	76.39	93.42	17.39	24.97	42.0	17.03
A-B Self-Help	38.06	58.26	81.68	103.26	20.20	23.42	45.0	21.58
A-B Social	35.10	51.48	78.13	92.45	16.38	26.65	41.0	14.32
A-B Academic	27.77	45.39	66.58	78.52	17.62	21.19	33.1	11.94
A-B Communication	29.29	45.03	69.29	88.52	15.74	24.26	43.5	19.23
A-B Combined IQ	72.74	88.19	87.55	88.10	15.45	- 0.64	- 0.1	0.55
S-B MA	28.42	45.87	64.61	72.84	17.45	18.70	27.0	8.23
S-B IQ	72.48	87.48	82.87	77.52	15.00	- 4.61	- 1.0	- 5.35

TABLE 3A. Mean and difference scores for 31 children using compensated post- values at 4 consecutive evaluations (Terminal Report, PEECH, 1978).

Measure	Evaluation				Difference			
	A	B_c	C_c	D_c	$B_c - A$	$C_c - B$	$D_c - B$	$D_c - C$
A-B Physical	34.03	39.54	52.41	79.30	5.51	1.00	3.90	2.90
A-B Self-Help	38.06	45.50	54.49	88.17	7.38	-3.80	1.50	6.50
A-B Social	35.10	39.20	54.07	77.98	4.10	2.60	2.20	-0.20
A-B Academic	27.77	35.73	45.47	66.02	7.96	0.10	-0.50	-0.60
A-B Communication	29.29	34.81	48.09	75.87	5.46	3.10	9.50	6.60
A-B Combined IQ*	72.74	88.19	87.55	88.10	15.45	-0.64	-0.10	0.55
S-B MA	28.42	36.57	43.09	60.71	8.15	-2.80	-7.20	-3.80
S-B IQ	72.48	87.48	82.87	77.52	15.00	-4.61	-9.97	-5.35

*IQ's are not compensated scores as the term is defined by Irwin and Wong (74). IQ's do, however, reflect CA and so have been retained in this table.

Explanatory Note: The symbol $_c$ indicates a compensated score. The first evaluation (A) cannot be compensated. Subsequent evaluations (B, C, and D) can be compensated and are shown in Table 3A as B_c, C_c, and D_c respectively. Difference scores in this table are calculated by subtracting the pre- score, which is always non-compensated, from the compensated post- score. Thus, in the difference score calculations, the A scores may be read from either table, but the B, and C scores must be read from Table 3.

TABLE 4. Newman-Keuls test for 8 dependent variables using non-compensated age values (Region IX, PEECH Entrance/Exit).

Name		Treatment Totals								Critical Values		
		21.66	23.00	25.69	25.76	30.99	31.42	35.77	39.89			
Name	No.	8	6	2	1	3	5	7	4	R	.05 Level	.01 Level
S-B IQ	8		1.3	4.0	4.1	9.3	9.8	14.1*	18.2**	8	13.77	16.24
S-B Combined	6			2.7	2.8	8.0	8.4	12.8	16.9**	7	13.39	15.90
A-B Self-Help	2				.1	5.3	5.7	10.1	14.2*	6	12.95	15.43
A-B Physical	1					5.2	5.7	10.0	14.1*	5	12.37	14.93
A-B Social	3						.4	4.8	8.9	4	11.65	14.25
A-B Communication	5							4.4	8.5	3	10.60	13.28
S-B MA	7								4.1	2	8.82	11.68
A-B Academic	4											

*significant @ .05 level
**significant @ .01 level

TABLE 4A. Newman-Keuls test for 8 dependent variables using compensated age values (Region IX, PEECH Entrance/Exit).

Test		Treatment Totals								Critical Values		
		7.76	8.15	9.45	11.01	16.72	18.02	21.66	23.00			
Name	No.	3	1	2	5	7	4	8	6	R	.05 Level	.01 Level
A-B Social	3		.4	1.7	3.2	9.0	10.3	13.9	15.2*	8	14.75	17.40
A-B Physical	1			1.3	2.9	8.6	9.9	13.5	14.8*	7	14.35	17.03
A-B Self-Help	2				1.6	7.3	8.6	12.2	13.5	6	13.88	16.53
A-B Communication	5					5.7	7.0	10.7	12.0	5	13.26	15.99
S-B MA	7						1.3	4.9	6.3	4	12.48	15.27
A-B Academic	4							3.6	5.0	3	11.36	14.23
S-B IQ	8								1.3	2	9.45	12.52
A-B Combined	6											

*significant @ .05 level
**significant @ .01 level

TABLE 5. Probabilities of success by 8 dependent variables for 2 levels of confidence using non-compensated age values (Region IX, PEECH Entrance/Exit).

Name of Test	No. of Observations	No. of Successes	Proportion of Successes	95% Conf. Limits		99% Conf. Limits	
				Lower	Upper	Lower	Upper
A-B Physical	31	28	.903	.743	.980	.689	.989
A-B Self-Help	31	27	.871	.702	.964	.647	.978
A-B Social	31	29	.935	.786	.993	.734	.997
A-B Academic	31	31	1.000	.888	1.000	.843	1.000
A-B Communication	31	28	.903	.743	.980	.689	.989
S-B MA	31	30	.968	.833	1.000	.784	1.000
A-B Combined	31	24	.774	.590	.904	.530	.930
S-B IQ	31	26	.839	.663	.946	.608	.964

TABLE 5A. Probabilities of success by 6 dependent variables for 2 levels of confidence using compensated age values (Region IX, PEECH Entrance/Exit).

Name of Test	No. of Observations	No. of Successes	Proportion of Successes	95% Conf. Limits		99% Conf. Limits	
				Lower	Upper	Lower	Upper
A-B Physical	31	18	.581	.391	.755	.340	.798
A-B Self-Help	31	22	.710	.520	.859	.465	.890
A-B Social	31	19	.613	.422	.782	.370	.822
A-B Academic	31	22	.710	.520	.859	.465	.890
A-B Communication	31	22	.710	.520	.859	.465	.890
S-B MA	31	27	.871	.702	.964	.647	.978

TABLE 6. Newman-Keuls test for 8 dependent variables using non-compensated age values (Region IX, PEECH Exit/Spring, 1977).

Test		Treatment Totals								Critical Values		
		-7.18	-.93	31.23	32.82	32.92	36.44	42.65	46.10			
Name	No.	8	6	2	7	1	4	5	3	R	.05 Level	.01 Level
S-B IQ	8		6.2	38.4**	40.0**	40.1**	43.6**	49.8**	53.3**	8	14.18	16.73
A-B Combined	6			32.2**	33.7**	33.8**	37.4**	43.6**	47.0**	7	13.79	17.37
A-B Self-Help	2				1.6	1.7	5.2	11.4	14.9*	6	13.34	15.89
S-B MA	7					.1	3.6	9.8	13.3*	5	12.74	15.37
A-B Physical	1						3.5	9.7	13.2*	4	12.00	14.68
A-B Academic	4							6.2	9.7	3	10.92	13.68
A-B Communication	5								3.4	2	9.08	12.03
A-B Social	3											

*significant @ .05 level
**significant @ .01 level

TABLE 6A. Newman-Keuls test for 8 dependent variables using compensated age values (Region IX, PEECH Exit/Spring, 1977).

Test		Treatment Totals								Critical Values		
		-7.18	-5.02	-4.87	-.93	.15	1.31	4.47	5.37			
Name	No.	8	2	7	6	4	1	3	5	R	.05 Level	.01 Level
S-B IQ	8		2.2	2.3	6.2	7.3	8.5	11.6	12.5	8	14.44	17.03
A-B Self-Help	2			.1	4.1	5.2	6.3	9.5	10.4	7	14.04	16.67
S-B MA	7				3.9	5.0	6.2	9.3	10.2	6	13.58	16.18
A-B Combined	6					1.1	2.2	5.4	6.3	5	12.98	15.65
A-B Academic	4						1.2	4.3	5.2	4	12.22	14.95
A-B Physical	1							3.2	4.1	3	11.12	13.93
A-B Social	3								.9	2	9.25	12.25
A-B Communi-cation	5											

*significant @ .05 level
**significant @ .01 level

TABLE 7. Probabilities of success by 8 dependent variables for 2 levels of confidence using non-compensated age values (Region IX, PEECH Exit/Spring, 1977).

Name of Test	No. of Observations	No. of Successes	Proportion of Successes	95% Conf. Limits		99% Conf. Limits	
				Lower	Upper	Lower	Upper
A-B Physical	31	27	.871	.702	.964	.647	.978
A-B Self-Help	31	28	.903	.743	.980	.689	.989
A-B Social	31	29	.935	.786	.993	.734	.997
A-B Academic	31	29	.935	.786	.993	.734	.997
A-B Communication	31	28	.903	.743	.980	.689	.989
S-B MA	31	28	.903	.743	.980	.689	.989
A-B Combined	31	16	.516	.330	.699	.280	.746
S-B IQ	31	11	.355	.193	.547	.155	.601

TABLE 7A. Probabilities of success by 6 dependent variables for 2 levels of confidence using compensated age values (Region IX, PEECH Exit/Spring, 1977).

Name of Test	No. of Observations	No. of Successes	Proportion of Successes	95% Conf. Limits		99% Conf. Limits	
				Lower	Upper	Lower	Upper
A-B Physical	31	17	.548	.360	.727	.310	.772
A-B Self-Help	31	14	.452	.274	.641	.229	.691
A-B Social	31	17	.548	.360	.727	.310	.772
A-B Academic	31	18	.581	.391	.755	.340	.798
A-B Communication	31	17	.548	.360	.727	.310	.772
S-B MA	31	10	.323	.167	.515	.130	.569

TABLE 8. Newman-Keuls test for 8 dependent variables using non-compensated age values (REGION IX, PEECH Exit/Spring, 1978).

Test		Treatment Totals								Critical Values		
		-15.51	-1.4	47.22	55.37	56.97	60.01	70.88	76.45			
Name	No.	8	6	7	1	4	2	3	5	R	.05 Level	.01 Level
S-B IQ	8		15.4**	62.7**	70.9**	72.5**	75.5**	86.4**	92.0**	8	14.92	17.60
A-B Combined	6			47.4**	55.5**	57.1**	60.1**	71.0**	76.6**	7	14.51	17.23
S-B MA	7				8.1	9.7	12.8*	23.7**	29.2**	6	14.04	16.72
A-B Physical	1					1.6	4.6	15.5**	21.1**	5	13.41	16.18
A-B Academic	4						3.0	13.9*	19.5**	4	12.63	15.45
A-B Self-Help	2							10.9*	16.4**	3	11.49	14.39
A-B Social	3								5.6	2	9.56	12.66
A-B Communication	5											

*significant @ .05 level
**significant @ .01 level

TABLE 8A. Newman-Keuls for 8 dependent variables using compensated age values (Region IX, PEECH Exit/Spring, 1978).

Test		Treatment Totals								Critical Values		
		-15.51	-12.65	-.92	-.14	2.00	3.81	5.08	16.64			
Name	No.	8	7	4	6	2	3	1	5	R	.05 Level	.01 Level
S-B IQ	8		2.9	14.6*	15.4*	17.5*	19.3**	20.6**	32.1**	8	16.94	19.99
S-B MA	7			11.7*	12.5	14.7*	16.5*	17.7*	29.3**	7	16.48	19.56
A-B Academic	4				.8	2.9	4.7	6.0	17.6*	6	15.94	18.99
A-B Combined	6					2.1	3.9	5.2	16.8*	5	15.23	18.37
A-B Self-Help	2						1.8	3.1	14.6*	4	14.34	17.54
A-B Social	3							1.3	12.8	3	13.05	16.35
A-B Physical	1								11.6*	2	10.85	14.38
A-B Communication	5											

*significant @ .05 level
**significant @ .01 level

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TABLE 9. Probabilities of success by 8 dependent variables for 2 levels of confidence using non-compensated age values (Region IX, PEECH Exit/Spring, 1978).

Name of Test	No. of Observations	No. of Successes	Proportion of Successes	95% Conf. Limits		99% Conf. Limits	
				Lower	Upper	Lower	Upper
A-B Physical	31	31	1.000	.888	1.000	.843	1.000
A-B Self-Help	31	31	1.000	.888	1.000	.843	1.000
A-B Social	31	31	1.000	.888	1.000	.843	1.000
A-B Academic	31	31	1.000	.888	1.000	.843	1.000
A-B Communication	31	31	1.000	.888	1.000	.843	1.000
S-B MA	31	30	.968	.833	1.000	.784	1.000
A-B Combined	31	14	.452	.274	.641	.229	.691
S-B IQ	31	7	.226	.096	.412	.070	.466

TABLE 9A. Probabilities of success by 6 dependent variables for 2 levels of confidence using compensated age values (Region IX, PEECI Exit/Spring, 1978).

Name of Test	No. of Observations	No. of Successes	Proportion of Successes	95% Conf. Limits		99% Conf. Limits	
				Lower	Upper	Lower	Upper
A-B Physical	31	18	.581	.391	.755	.340	.798
A-B Self-Help	31	16	.516	.330	.699	.280	.746
A-B Social	31	16	.516	.330	.699	.280	.746
A-B Academic	31	13	.419	.246	.609	.203	.659
A-B Communication	31	21	.677	.487	.833	.430	.867
S-B MA	31	6	.194	.075	.376	.053	.432

TABLE 10. Newman-Keuls test for 8 dependent variables using non-compensated age values (Region IX, PEECH Spring, 1977/ Spring 1978).

Test		Treatment Totals								Critical Values		
		-7.19	.81	10.55	16.54	16.83	17.23	21.48	22.01			
Name	No.	8	6	7	3	4	1	2	5	R	.05 Level	.01 Level
S-B IQ	8		8.0*	17.0**	23.7**	24.0**	24.4**	28.7**	29.2**	8	10.55	12.44
A-B Combined	6			9.7**	15.7**	16.0**	16.4**	20.7**	21.2**	7	10.26	12.18
S-B MA	7				6.0	6.3	6.7	10.9*	11.5*	6	9.92	11.82
A-B Social	3					.3	.7	4.9	5.5	5	9.48	11.44
A-B Academic	4						.4	4.7	5.2	4	8.93	10.92
A-B Physical	1							4.3	4.8	3	8.12	10.18
A-B Self-Help	2								.5	2	6.76	8.95
A-B Communicat.	5											

*significant @ .05 level
**significant @ .01 level

TABLE 10A. Newman-Keuls test for 8 dependent variables using compensated age values (Region IX, PEECH Spring, 1977/Spring, 1978).

Test		Treatment Totals								Critical Values		
		-7.19	-4.93	-.79	-.18	.81	2.95	6.46	7.54			
Name	No.	8	7	4	3	6	1	2	5	R	.05 Level	.01 Level
S-B IQ	8		2.3	6.4	7.0	8.0	10.1	13.7**	14.7**	8	10.92	12.89
S-B MA	7			4.1	4.8	5.7	7.9	11.4*	12.5*	7	10.62	12.61
A-B Academic	4				.6	1.6	3.7	7.3	8.3	6	10.28	12.24
A-B Social	3					1.0	3.1	6.6	7.7	5	9.82	11.84
A-B Combined	6						2.1	5.7	6.7	4	9.25	11.31
A-B Physical	1							3.5	4.6	3	8.41	10.54
A-B Self-Help	2								1.1	2	7.00	9.27
A-B Communicat.	5											

*significant @ .05 level
**significant @ .01 level

TABLE 11. Probabilities of success by 8 dependent variables for 2 levels of confidence using non-compensated age values (Region IX, PEECH Spring, 1977/Spring 1978).

Name of Test	No. of Observations	No. of Successes	Proportion of Successes	95% Conf. Limits		99% Conf. Limits	
				Lower	Upper	Lower	Upper
A-B Physical	31	27	.871	.702	.964	.647	.978
A-B Self-Help	31	28	.903	.743	.980	.689	.989
A-B Social	31	22	.710	.520	.859	.465	.890
A-B Academic	31	25	.806	.626	.926	.570	.948
A-B Communication	31	29	.935	.786	.993	.734	.997
S-B MA	31	21	.677	.487	.833	.430	.867
A-B Combined	31	14	.452	.274	.641	.229	.691
S-B IQ	31	11	.355	.193	.547	.155	.601

TABLE 11A. Probabilities of success by 6 dependent variables for 2 levels of confidence using compensated age values (Region IX, PEECH Spring, 1977/Spring, 1978).

Name of Test	No. of Observations	No. of Successes	Proportion of Successes	95% Conf. Limits		99% Conf. Limits	
				Lower	Upper	Lower	Upper
A-B Physical	31	18	.581	.391	.755	.340	.798
A-B Self-Help	31	18	.581	.391	.755	.340	.798
A-B Social	31	16	.516	.330	.699	.280	.746
A-B Academic	31	14	.452	.274	.641	.229	.691
A-B Communication	31	19	.613	.422	.789	.370	.822
S-B MA	31	11	.355	.193	.547	.155	.601

TABLE 12. Mean compensated difference scores (progress in PEECH minus progress after PEECH) for 31 subjects on 4 measures (Terminal Report, PEECH, 1978).

Statistic	Test							
	A-B Physical	A-B Self-Help	A-B Social	A-B Academic	A-B Communication	A-B Combined IQ	Binet MA	Binet IQ
Mean	1.65	5.93	1.90	8.50*	-3.95	15.55**	15.38**	24.97**
S. D.	28.68	30.94	22.81	20.36	21.61	32.00	15.02	27.04

*significant @ .05 level
**significant @ .01 level

TABLE 13. Mean difference scores (Spring 1977/Spring 1978) on 8 measures by placement group (Terminal Report, PEECH, 1978).

Group	TEST							
	A-B Physical	A-B Self-Help	A-B Social	A-B Academic	A-B Communication	A-B Combined IQ	Binet MA	Binet IQ
N = 18 Appropriately Placed	18.11	20.17	15.89	13.11	21.67	1.11	12.89	-1.28
N = 13 Not Appropriately Placed	15.54	23.54	12.15	10.31	15.85	- .23	1.77	-11.00
Difference (Appropriate Minus Non-Appropriate)	2.57	-3.37	3.74	2.80	5.82	0.88	11.12**	9.72

*significant @ .05 level
**significant @ .01 level

APPENDIX VI

INVENTORY 1978

LANGUAGE ARTS

HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAM
MATERIALS CATALOG

PEECH Outreach
Region IX Education Service Center
Wichita Falls, Texas
817/322-6928

Lois Cadman, Project Director

62-0001.01
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OBJECTS THAT RHYME
Twenty top models of everyday objects that rhyme, such as house-mouse, sock-block, etc. Children recognize sounds of words as they arrange the objects.

Vendor: Practical Drawing Company (Ideal)
#2692 $2.65

62-0002

OBJECT PUZZLE DOMINOES
Each of the twenty-eight dominoes shows half of two different familiar objects. Can be a puzzle for one child or a domino game for 2-4 children.

Vendor: Practical Drawing Company (Ideal)

62-0003.01
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SEQUENCE CARDS
Excellent as a reading readiness activity. Cards are combined in groups of four, depicting actions in sequence. There are eighty cards, primary grades.

Vendor: Practical Drawing Company (Milton Bradley)
#7525 $1.25

62-004.03
.04
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ANIMAL VOICE BOXES
Set of five quality soundboxes: turn them over for fascinating imitations of cow, goat, cat, rooster and bird.

Vendor: Constructive Playthings
#342 $3.25

62-0005.01

HOUSE INSERT PUZZLE
The six brightly colored geometric shapes are lifted by handy knobs to reveal the charming inside rooms of the house.

Vendor: Constructive Playthings
#923 $3.50

62-006.02

TOY CUPBOARD (PUZZLE)
The five pieces life out with knobs to show colorful toys in the drawers and behind the doors. Constructed from plywood.

Vendor: Constructive Playthings
#926 $3.50

62-0007.01
.02

KITCHEN CUPBOARD (PUZZLE)
The five lift out pieces reveal the contents of the stove and closets made from painted plywood. Each piece has a knob for easy lifting.

Vendor: Constructive Playthings
#925 $3.50

62-0008

BAKER (PUZZLE)

Vendor: Playskool

62-0009

MERRY-GO-ROUND (PUZZLE)
These unique puzzles are designed with a picture discovery under each piece. To help develop the child's eye-hand coordination and facilitate his handling the puzzle pieces, sturdy plastic knobs are permanently affixed to each piece. Each of these quality wood puzzles is beautifully finished with bright non-toxic colors. Ten pieces; ages 3-6.

Vendor: Constructive Playthings (Fisher-Price)

62-0010.01

MY TOYS (PUZZLE)
To help promote learning social concepts through active participation. 4 pieces.

Vendor: Practical Drawing Company (Playskool)
#155-13 $2.30

62-0011

PLAY-TRAY PUZZLE

Vendor: Playskool

62-0012

BIRDS (PUZZLE)

Vendor: Playskool

62-0013

TRANSPORTATION PUZZLE

Vendor: Kohner

62-0015.02
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COLOR I SEE
(See 62-0010). Contains 4 pieces. Ages 2-4.

Vendor: Practical Drawing Company (Playskool)
#155-23 $2.30

62-0016.01

FRUITS I LIKE
(See 62-0010). Contains 4 pieces. Ages 2-4.

Vendor: Practical Drawing Company (Playskool)
#155-18 $2.30

62-0021 (4 sets)

RED RIDING HOOD
Grandmother, Little Red Riding Hood, Wolf and Hunter are all depicted in these vinyl hand-puppets.

Vendor: Constructive Playthings (Hazelley's)
#MBP 45 $8.00

62-0022 (3 sets)

THREE LITTLE PIGS STORY SET
These four vinyl puppets with "Talking Mouths" supply the characters needed for children to act out the story of the Three Little Pigs and the Big Bad Wolf.

Vendor: Constructive Playthings (Hazelley's)
#MBP 40 $8.00

62-0023.01

BLACK FAMILY PUPPETS
The realism of these soft, flexible hand puppets is achieved because of the use of genuine ethnic features instead of painted Caucasian figures. Scaled to fit the hand and easily manipulated. Excellent for creative self-expression.

Vendor: Constructive Playthings (Childcraft)
#D 234 $12.00

62-0024.01
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WHITE FAMILY PUPPETS
(See 62-0023)

Vendor: Constructive Playthings (Childcraft)
#185 $12.00

62-0025.01
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VISITING THE FARM
Contains more than 30 realistic stand-up illustrations of a farm family, animals, buildings, equipment, and scenery, plus plastic stands for constructing many three-dimensional farm scenes. It is designed to be used by children to discover meaningful concepts and relationships.

Vendor: Constructive Playthings (Childcraft)
#1030 $5.35

62-0026.01
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MY HOME AND FAMILY (Black)
Dramatizing family activities and arranging room settings are among the many activities possible with this kit. Contains over 40 stand-up illustrations of members of the family, pets, scenery for rooms in the home.

Vendor: Constructive Playthings (Instructo)
#1034 $5.35

62-0027.01
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MY HOME AND FAMILY (White)
(See 62-0026).

Vendor: Constructive Playthings (Instructor)
#1033 $5.35

62-0028.01
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A DAY AT THE ZOO
Children classify animals and background settings, review a trip to the zoo, and make up stories about favorite animals. Contains over 35 stand-up illustrations.

Vendor: Constructive Playthings (Instructo)
#1031 $6.40

62-0029.01
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SEASONS - FALL AND WINTER
For use with a flannel board, these colorful figures, scenes and objects show activities and surroundings changing from season to season. Changes in weather, dress and activities are illustrated.

Vendor: Practical Drawing Company (Instructo)
#1050 $6.40

62-0030.01
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SEASONS - SPRING AND SUMMER
(See 62-0029).

Vendor: Practical Drawing Company (Instructo)
#1051 $6.40

62-0032.01
.05

NAME PICTURES
Pictures for flannel boards. Drawings in two colors show such name words as girls, house, doll, etc.

Vendor: Practical Drawing Company (Ideal)
#2699 $1.75

62-0033

BECOMING A LEARNER--AN EARLY CHILDHOOD CURRICULUM
Builds into the regular school curriculum activities that encompass all areas of child growth and development.

Vendor: Charles Merrill
#6345 $9.95

62-0035

SOUNDS I SAY B1
GROWTH IN SPEECH AND PHONIC THROUGH PICTURE
A series of picture books for preschool children ages 1-6. (5 books)

Vendor: Chronicle Guidance Publication
#2755 $20.00 (as one set)

62-0035

SOUNDS I SAY B2
SPEECH IMPROVEMENT CARDS
A series of picture books for preschool children in improving sounds of words. Ages 1-6.

Vendor: Chronicle Guidance Publication
#2755 $20.00 (as one set)

62-0036.02I
.02II

EXPRESSIVE LANGUAGE CARDS (UNIT I AND II)
Designed as a flexible teaching tool for stimulating learners in the understanding and use of prepositions. Units contain twelve cards each of which illustrates one or more prepositions. Pre-reading students and reading students can both make full use of the cards on an individual or small group basis. A listening of learning activities is provided with each unit. The cards are a full 8½ x 11" and are printed on heavy card stock.

Vendor: Educational Design Associates
#111 $3.00
#112 $3.00

62-0036.05

MUSI MULTI STORY SEQUENCE CARDS
A flexible set of sequencing cards that allow the learner to select and create his own stories. Each set of MUST includes 32 open-ended sequencing cards. The meaningful understanding of the sequencing process, the ordering of events. For the young learner, included to assist in establishing the concept of beginning - middle - end.

Vendor: Educational Design Associates
#212 $4.00

62-0037.01
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SPEECH IMPROVEMENT CARDS
Provide a useful and practical plan to aid the classroom teach in meeting the needs of children who have poor articulation.

Vendor: Scott, Foresman, and Company
#2755 $2.50

62-0040.01
.02

ROMPER ROOM: JACK IN THE BOX

62-0045.01

PLAYSKOOL: TOY SCHOOLHOUSE

62-0046.01
.02

PEABODY LANGUAGE DEVELOPMENT KIT "P"
A self-contained collection of high interest materials (cards, puppets, tapes or records, plastic color chips, etc.) and a manual. No reading or writing is involved. P. Mooney conducts the lesson.

Vendor: American Guidance Service, Inc.
#C 301 $161.36

62-0047

WORD MAKING BOOK
A valuable aid for teaching phonics, speech, reading, language development, speech reading, foreign language and remedial reading. The method book contains 150 creative ideas for using the picture cards.

Vendor: Word Making Productions, Inc.
$12.00

62-0049.01
.02

SEASONS (FLANNEL BOARD OBJECTS)

Vendor: Milton Bradley Company

62-0050.01
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BEGINNING SOUNDS
Provides oral practice in recognizing similar beginning sounds. 21 sets of pictures with each set of 3 pictures providing a different beginning consonant sound.

Vendor: Practical Drawing Company (Milton Bradley)
#7825 $3.50

62-0051

"WHAT'S FUNNY CARDS"
A new and imaginative product designed for the speech and language pathologist, the teacher. These can be used in articulation therapy but in programs stressing visual alertness, concept, development, reasoning, problem solving, and comprehension of abstractions. Each set contains 32 semi-realistic drawings in color. For ages 4 and older.

Vendor: Speech and Language Materials, Inc.
#Set 3 and 4 $8.00

62-0052.01
.02

FARM ANIMALS (FLANNEL BOARD OBJECTS)

Vendor: Milton Bradley Company

62-0064

ALPHA TIME
A prereading program, has been designed to offer each child a learning experience. It is equipped with puzzles, filmstrips, records, picture books, picture cards, board games, huggables, duplicating masters, picture squares, and books.

Vendor: New Dimensions in Education, Inc.
$395.00

62-0065

BOLD BEGINNING IN EARLY LEARNING
Designed to meet all the needs of the young child. To provide children with the tools they need to become free thinking, independent learners.

Vendor: Educational Products, Inc.
$185.00

62-0067

OPPOSITES FLANNEL AID
Thirty-two sets of colorfully illustrated opposites. Aides in teaching opposite meanings, object recognition and building vocabulary. 64 cards in four colors.

Vendor: Practical Drawing Company
#7824 $3.50

62-0068

PICTURES THAT RHYME FLANNEL AID
Develop ability in recongnition rhyming words and identifying objects. 21 sets of pictures per set. 63 cards printed in four colors.

Vendor: Practical Drawing Company
#7823 $3.50

62-0069.01
.02

TOY CHEST OF BEGINNING SOUNDS
Helps children develop auditory discrimination of beginning sounds. Over 40 toys.

Vendor: Practical Drawing Company
#34 $3.15

62-0074

PEABODY LANGUAGE DEVELOPMENT KITS

Level #1 Appropriate for slower and disadvantaged first grade children, upper primary, special class, educable retarded children, and intermediate trainable.

Vendor: American Guidance Service, Inc.
$57.00

62-0075

PEABODY ARTICULATION CARDS

A resource file of 324 7" x 9" picture stimulus cards stored in a metal case, largely drawn from the Peabody Language Development Kits. The cards are multicoded so that each may be used to produce more than one sound in the initial, medial, and final positions. The kit is accompanied by a manual with directions for use of the sound sorter.

Vendor: American Guidance Service, Inc.
#C345 $35.00

62-0076

GOAL

Is a program of model lessons for children in nursery schools, day care centers, or kindergartens. Designed and tested over a 7 year period. Will help to develop the language skills basic to learning to read. 337 lesson plans, a 36 page teacher's guidena dn 9 units of supportive, instructional materials.

Vendor: Practical Drawing Company (Milton Bradley)
#7575 $100.00

62-0078

PLASTIC FRUIT

62-0080

THREE-WAY MIRROR

Children can see how to make the right sounds, correct improper speech habits with the three-way table mirror.

Vendor: Childcraft
#3D 261 $24.95

62-0081.01
.03

THE WORLD ABOUT US LOTTO

Teaches the child to identify and match familiar activities of everyday living; community workers, family, weather, going to school, etc. Ages 3-8.

Vendor: Childcraft
#3G 165 $2.00

62-0084.01
.02

CANDY LAND

Four gingerbread men are moved along a devious path through the Peppermint Stick Forest, etc. For ages 4-8.

Vendor: Childcraft by Milton Bradley
#3G 107 $2.75

62-0083.01
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FIND A PAIR

Each of these four sets consits of 12 pairs of square colored pictures which appear to be similar but there are differences which children can discover by careful observation. May be used individually, or with groups of 2, 3, or 4 children. 24 varnished cards per box.

Vendor: Childcraft
#3L 196 $1.95

62-0084.01
.02

LET'S BEGIN

Color-coded lap cards with teacher manual in durable box. This format is recommended for use with groups of the traditional reading group size.

Vendor: Dimensions of Personality
#0132-7 #39.95

62-0085

PLAY FAMILY CIRCUS TRAIN

For ages 2-8. There are circus animals (5) with flexible parts. There is a two seater engine along with a car, cage car and caboose. There are 3 play family showmen.

Vendor: Fisher Price
#991 $8.96

62-0086.02
.03

MAGNETIC LETTERS DESKETTE

For ages 5 to 11 years. A deluxe deskette with an inclined metal working surface. Great ease and fun in playing with letters and words. Contains 1 desk and 36 three dimensional alphabet letters.

Vendor: Playskool (Milton Bradley)
#541 #3.67

62-0103.03
.04

BLOCK PLAY ANIMALS (ZOO)

Suggesting a farm or a zoo, or both, they can be used to lend drama to a story or a play. Set of six wooden animals.

Vendor: Practical Drawing Company
#4B 110 $5.95

62-0104.01
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.04

BLOCK PLAY ANIMALS (FARM)
Same as 62-0103. Set of ten.

Vendor: Practical Drawing Company
#4B 109 $5.95

62-0105.01
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TAKE A WALK CHARTS ON THE FOUR SEASONS (WINTER)
On each chart a child can be seen taking a walk in which he sees, hears, touches, tastes, and smells the sights and sounds of the season. With each chart are 6 small cards. Children match each of the cards with the proper panel of the large chart.

Vendor: The Child World
#A 207 $6.95

62-0106.01
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TAKE A WALK IN THE SUMMER
Same as 62-0105.

Vendor: The Child World

62-0107.01
.03
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TAKE A WALK IN THE SPRING
Same as 62-0105.

Vendor: The Child World

62-0108.01
.02
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.04

TAKE A WALK IN THE FALL
Same as 62-0105.

Vendor: The Child World

62-0109.02
.03
.04

UNDERSTANDING MY NEEDS
These study prints will help the child to recognize his basic needs and understand that other have similar needs. Each set contains 8 pictures and is packaged.

Vendor: The Child World
#A 400 $7.95

62-0111.01

KEEPING PHYSICALLY FIT
The young child will learn the value of health and growth and change.

Vendor: The Child World
#A 400 $7.95

62-0112.01
.02
.04

MOODS AND EMOTIONS
Pictures children expressing feelings of love, joy, anger, frustration, compassion, sadness, thoughtfulness, and loneliness.

Vendor: The Child World
#A 125 $7.95

62-0114.02
.03
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ANIMAL PUZZLES WITH KNOBS
Brightly colored animals come alive in these beautiful, large wood plaque puzzles. They are excellent for the very young child and handicapped child. With easy grip knobs. Consisting of 5-10 pieces, each picture has been directly silk-screened onto the wood and each puzzle is 14" x 12".

Vendor: Childcraft
#4Z 150 $59.95

62-0115.01
.06

LADY BUG PUZZLE (BIG KNOBS)
SNOWMAN PUZZLE (BIG KNOBS)

62-0118

LEARNING STAIRCASE
Lila Coughran and Marilynn Goff

Vendor: Learning Concepts

62-0119

TEACH YOUR CHILD TO TALK
David R. Pushaw

Vendor: Cebco Standard Publishing

CHILDREN'S BOOKS:

Publisher	No. of Copies
Bowmar	5
Brimax	4
Chronicle	9
Collier	1
Crowell	3
Dell	1
Dial	4
Doubleday	4
Follett	14
Golden Press	92
Grosset & Dunlap	11
Harper & Row	65
Houghton Mifflin	3
Holt Owlet	3
Ideal	1
Ingham	1

Publisher	No. of Copies
Macmillan	3
Meredith	1
Platt & Monk	4
Prentice Hall	2
Samual Lowe	1
Rand McNally	23
Random House	5
Scholastic	77
Scribner's	17
Viking	58
Watts	3
Western	35
Whitman	11

INVENTORY 1978

MATHEMATICS

65-0005.03
.04
.05

COUNTING BAR
Grades K-1. Wooden counting frame 16 inches long, with ten red 1 1/8 spheres.

Vendor: Ideal - Practical Drawing Company
#7757 $3.00

65-0006.02
.03
.05
.08

FOOTSTEPS TO NUMBERS
Life-size footsteps, made of rubber-like tactilmat, associate numbers and their corresponding number groups. This set, numbers 1-10, offers addition and subtraction.

Vendor: Ideal - Practical Drawing Company
#6067 $8.00

65-0007.01
.02
.03
.04

CUBASCO NUMBER BLOCKS
Teaches children to match forms, recognize numerals, construct number sentences and large numbers. 24 Blocks each.

Vendor: Mead - Practical Drawing Company

65-0009.01
.02
.03

INSTRUCTO NUMERAL ASSORTMENT
For the flannel board, 30 three-inch felt numerals, 0-9.8 arithmetic signs, with complete teaching guide.

Vendor: Childcraft
#3X377 $1.50

65-0010.01
.02

RODS AND COUNTERS
An effective device for building number concepts and teaching number progression from 1-10.

Vendor: Childcraft
#3X322 $6.50

65-0011.01
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THE COUNTING BOX
Everything can be counted with this box. A number plaque (numerals on one side, dots on the other). Fits into slotted lid. There are 50 picture plaques.

Vendor: Childcraft
#3X377 $4.32

65-0012.01
.02
.03
.04

PEG-IT NUMBER BOARDS
This attractively colored set consists of numbers from 1-10 with corresponding holes for easy grip pegs. Pegs are included. Each number board is 4" x 8" and made of durable, rubber-like Tactilmat.

Vendor: Dick Blick
#6078 $12.50

65-0013.01
.02
.03
.04

LOCKING NUMBERS
This set contains ten 2-piece jig-saw puzzles that match number symbols to number groups. Each number fits only the correct number group. The puzzles are 4½" X 8½" and made of Tactilmat.

Vendor: Dick Blick
#6077 $7.50

65-0014.01
.02
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NUMBER READINESS POSTERS
Ten colorful posters, showing familiar circus animals. It also teaches the direction of the strokes in writing the numeral. For children who begin to write backward, a tough textured numeral permits the child to trace the numeral.

Vendor: Ideal School Supply Company

65-0015

WALT DISNEY'S DONALD DUCK MONEY BAG GAME
A game for the entire family. For all ages.

Vendor: Whitman
#4810 $1.86

65-0016

MONEY GAME OF JUNIOR EXECUTIVE
2-4 players for ages 5-12. Buy and sell--manage one of these companies.

Vendor: Whitman
#4878 $1.86

65-0017.01
.02
.03

COUNTING AND SORTING TRAY
This tray is made for strong play. Many number exercises may be experienced with this equipment. It is also useful as a cash tray. A set of number tablets 1-10 is included.

Vendor: Dick Blick
#95018 $2.90

65-0018.01
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.07

NUMBER PUZZLE
Vividly demonstrates relationships between numbers and quantities. Self-correcting plaques fit together only when correct number is associated with corresponding quantity portrayed by the figures.

Vendor: Childcraft
#4X323 $3.50

65-0019.02
.05
.06
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.01
.08

NUMBER LEARNER
Fifteen brightly colored foam squares representing the numbers from 1-5, must be fitted precisely over the pegs that stand for each number.

Vendor: Childcraft
#4X106 $3.95

65-0020.01
.02
.03
.04

TACTILE NUMERAL BLOCKS

An unusually effective kinesthetic device for teaching numerals to the child who finds number recognition difficult.

Vendor: Childcraft
#4X250 $9.00

INVENTORY 1978

PERCEPTUAL

68-0001 A.01
.02
.03
.04

PERCEPTUAL DEVELOPMENT CARDS (SET I)
This material was developed specifically for use by those who instruct children with learning disabilities and handicaps of various types. The Perceptual Development Cards may also be used effectively with Kindergarten youngsters to assist progress, with regular classroom children who are experiencing developmental lags, and particularly with the mentally handicapped. The sets consist of 40 figures, printed on 9 plastic laminated, wipe-off cards 8½" x 11", a marking crayon is included. Each figure is presented at the left side of the card with tracing and drawing space provided in left-to-right sequence.

Vendor: Practical Drawing Company
#6050 $2.50

68-0001 B.01
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.03
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PERCEPTUAL DEVELOPMENT CARDS (SET II)
See Set I above.

Vendor: Practical Drawing Company
#6051 $2.50

68-0002.01
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FORMBOARDS, ANIMALS
The Ideal formboards are made of Tactilmat. The set contains animal shapes in various sizes and positions. The formboards are presented in graduated stages of difficulty, enabling the youngster to proceed in accordance with ability.

Vendor: Practical Drawing Company (Ideal)
#6032 $5.75

68-0003.01
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FORMBOARDS, SHAPES
Formboards have application in developing higher levels of motoric manipulative ability visual and shape discrimination, and sensory skills. The basic factor relating to the value of formboard utilization involves the appropriateness of the activity: it is of utmost importance that the activity relate to the maturational development of the child.

Vendor: Practical Drawing Company
#6030 $5.75

68-0004.01
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FORMBOARDS, SIZE

Formboards have application in developing higher levels of motoric manipulative ability visual and shape discrimination, and sensory skills. The basic factor relating to the value of formboard utilization involves the appropriateness of the activity: it is of utmost importance that the activity relate to the maturational development of the child.

Vendor: Practical Drawing Company
#6031 $5.75

68-0005.05

ANIMAL LEARNING SHAPES

This set contains eight familiar frames and inserts - four domestic animals, four wild animals. The exercises provide fine development in eye-hand coordination and visual perception. They increase their mastery of left right concept.

Vendor: Practical Drawing Company
#6034 $5.50

68-0006.01
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GEOMETRIC LEARNING SHAPES

Twelve different geometric shapes varying in degree of perceptive difficulty gives pupils experience in creating geometric forms.

Vendor: Practical Drawing Company
#6035 $7.00

68-0007.01
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STENCILS FOR TRACING

The objectives are to promote artistic creativity; to provide perceptual - motor integrative experience; to teach directionality; to teach base shapes; to promote social interaction and discussion.

Vendor: Practical Drawing Company
#6021 $4.00

68-0008 A.01
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EASY GRIP PEGS

To develop motoric manipulative ability: to promote eye-hand coordination; to provide activity for creative expression. One-hundred large pegs (2½") to fit little hands.

Vendor: Practical Drawing Company
#6235 $11.00

68-0008 B.01 thru B.07

BOARDS FOR EASY GRIP PEGS

Vendor: Practical Drawing Company

68-0009

LARGE COLORED BEADS AND PATTERNS
For building skills in areas of: visual discrimination; fine motor coordination; left-right orientation; and visual memory and recall.

Vendor: Practical Drawing Company
#6250 $8.00

68-0010.01

JUNIOR FIT-A-SPACE
Larger shapes than Fit-A-Space for easier recognition and handling by younger children. Helpful to children with handicaps multi-colored, containing fourteen large shapes to be fitted into four 8" square frames. Ages 2-5

Vendor: Constructive Playthings
#L 2101 $5.00

68-0013.01
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SHAPE SORTING BOX
Ten colored wooden blocks are sorted in five different shaped slots in the lid of this large, red-lacquered wooden box. Lid locks for carrying.

Vendor: Constructive Playthings
#TA 201 $3.75

68-0014.01
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WOODEN NESTING BLOCKS
This sturdy set of seven wooden blocks stacks to a height of twenty inches, yet can all be nested inside the largest 4½" block. The corners are interlocked to withstand rough play. Fairytale decorations.

Vendor: Constructive Playthings
#11/707 $3.75

68-0015.02
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MULTI-SENSORY CUBES AND SPHERES
This unique set of blocks and spheres consists of twelve rough smooth textured spheres and cubes and twelve rough textured spheres and cubes, 24 pieces in total. The cubes and spheres are of two sizes (13/8" and 2/34"). Three colors are used: red, blue and yellow. It is suggested that the lid of the box be used for a holding tray to prevent the spheres from rolling off the table or desk.

Vendor: Practical Drawing Company (Ideal)
#6255 $14.50

68-0017.C01
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DOORS AND LATCHES (FRUIT PICTURES)
These heavy sturdy wooden frames were designed to teach the child manipulative skills while learning to open and close common latches. Each door has two different types of locks including gate hook and eye, hinge, padlock chain door fastener, cupboard catch, sliding bolt and window-sash latch. Behind each door is a picture of either one pear, two apples or three strawberries.

Vendor: Constructive Playthings
#CP 901 $24.00

68-0018.01
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KNOBBED FRUIT PUZZLE
This firs puzzle has four familiar fruit pieces (each in thier "natural" color) has with large knobs that are easy for very young or orthopedically handicapped hands to grasp.

Vendor: Constructive Playthings
#CP 903 $11.00

68-0019.01
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CIRCLE BOARD
Excellent for teaching size differentiation without the shape factor. Each of the five various size circle pieces is stained a different color with the corresponding recess the same color making it a dual teaching aid. Solid wood with large knobs for easy removal.

Vendor: Constructive Playthings
#CP 904 $11.00

68-0022.01
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STACKING BARRELS
Multi-colored nested plastice barrels.

68-0023.01
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COBBLERS BENCH
A classic toy that channelizes the excess energy of the child into the fun of pounding pegs. Hefty reversible wood bench with eight large sorted wood pegs in six basic colors and wood mallet withstands "roughest play". Wooden pegs hammer into sole and heèl of shoe. Reverse the bench and pound out the pegs again. Playtested ages 1-1½ years.

Vendor: Practical Drawing Company (Playskool)
#100 $1.98

68-0045

AUDI BALL

This bright yellow, eight inch ball is made for visually handicapped as it contains a large bell with a loud, clear ring, Stipples finish on long-wearing, waterproof vinyl cover. Being of soccer ball construction, it may be batted, bounced, kicked or thrown.

Vendor: Constructive Playthings
#AB 30 $9.25

68-0046.01

RUBBER HORSESHOES

For indoor or outdoor use. The non-skid rubber mats firmly hold two large, plastic pegs. Four eight ounce regulation size rubber horseshoes.

Vendor: Constructive Playthings
#H 13 $8.25

68-0047

BALANCE BEAM

Solid hardwood beam 1½" x 3 5/8" x 6" provides a stable two stage development for a child's sense of balance. Two sturdy legs with dowels securely hold the beam on either its board or its narrow. Start the child on the board side. Then change to the narrow.

Vendor: Constructive Playthings (Playskool)
#H 360C $15.50

68-0049.01
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WOODEN TRUCKS

68-0050

POUNDING BENCH

When child pounds peg into hole on top another peg pops out of the end of bench. Twelve pegs and six on bench surface and six in channel inside. Ages 1-2½.

Vendor: Practical Drawing Company (Playskool)
#125 $4.50

68-0051.02

CRENO GIANT INTERLOCKERS

Identical to the interlockers, only considerably larger in size these blocks are much easier for younger children to handle. Twenty-eight blocks, twelve wheels and axels.

Vendor: Mead
#98-8830 $19.70

68-0026.01

DESIGNS IN PERPESTICE FOR COLORED INCH CUBES

Vendor: DLM

68-0027.01

SEWING BASKET

68-0028.01
.02

PLAYSKOOL ROLL TOY

68-0032.01
.02

PULL-A-TUNE XYLOPHONE

Vendor: Fisher-Price

68-0034

PEG TRAY

Ages 2½ to 6 years. Peg play develops concentration and coordination. Fun and safe.

Vendor: Practical Drawing Company (Playskool)
#240 $1.68

68-0038.01

BUTTONS'N BOWS CLOWN

The hand-made garments of this unique "fun to learn" clown give children ample practice in snapping, buckling, zipping, buttoning, lacing and tieing. He even has shirt-tails to tuck in. His pockets hold a watch with which to tell time, a brush for combing his bright red hair and money and coins to count. His clothes do not come off, so they cannot get lost. He sits alone which makes manipulation easy. Ages 2-5.

Vendor: Constructive Playthings
#K 910 $12.00

68-0039.01
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LUCY MAE

This fun to learn girl doll is the new companion to our Button'N Bows. Every girl will love to brush her hair, fasten her hair clip, tie and buckle her shoes, zip her zipper, button her dress, snap her apron, put on her kerchief and count her money, fasten her watch and look in her mirror.

Vendor: Constructive Playthings
#K 912 $12.00

68-0040
4 small
5 medium
2 large

BALLS

These are for children of all ages. Bright colorful rubber balls, in three different sizes.

Vendor: Practical Drawing Company

68-0052.01 thru .15

SNAP WALL

Big, bright building panels for making play structures with swinging doors and crawl through hatches. They are fun to handle and make a group activity, in stimulating co-operative play. For ages 2-6

Vendor: Practical Drawing Company
#1102 $98.00

68-0054.01

LARGE PARQUETRY

68-0056.01

DESIGN CARDS FOR COLORED INCH CUBES

Vendor: DLM

68-0057.01
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DESIGN CARDS FOR SMALL PAQUETRY

Vendor: DLM

68-0058.01
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VISUAL SEQUENTIAL - MEMORY EXERCISES BOOKS

Vendor: DLM

68-0059.01

SYMMETRICAL MATCH-UP

This is an enjoyable yet challenging way of learning to recognize geometric shapes and familiar objects. This set consists of 24 cards printed on heavy tag stock. These cards will find use in both concept development and language development.

Vendor: Developmental Learning Materials
#393 $1.75

68-0060.01
.03

SMALL PARQUETRY

The use of these required more visual motor skill simply because the pieces are much smaller and harder to handle. This hardwood product is produced 4 basic shapes six primary colors and has rounded edges.

Vendor: Developmental Learning Materials
#115 $4.00

68-0061.01
.02

PLAIN INCH CUBES

Thirty Plain One-Inch Cubes are made of finished hardwood with rounded edges for safe handling. The primary use for these plain cubes is in building designs in perspective. Each set is accompanied by a set of instructions.

Vendor: Developmental Learning Materials
#117 $2.25

68-0063.01
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DESIGN CARDS FOR PLAIN INCH CUBES
Thirty-six outline cards are printed on tough tag stock. The designs begin with the simple relationships of just a few blocks and are graduated to rather large and complex constructions.

Vendor: Developmental Learning Materials
#118 $3.00

68-0064.01

COLORED INCH CUBES
For the teacher frustrated by the restrictions of a 6-color assortment of cubes upon arithmetic presentations in a base 10 system, these one-inch cubes of finished hardwood are available in 10 colors. All the cubes are made of hardwood and are non-toxic, safe for handling.

Vendor: Developmental Learning Materials
#110 $5.00

68-0065

VISUAL DISCRIMINATION FLIP BOOKS

A.02

Book I - Pictures

B.02
.03
.04

Book II - Shapes

C.01

Book III - Lines and Shapes
There is a series of 16 exercises, attractively printed on sturdy cards, and spiral-bound as pages, allowing each of the pages to lie flat on the desk tip. On each card of these graded exercises in visual discrimination there are six very similar presentations numbered in reading sequence from 1 to 6. These exercises become increasingly more difficult, requiring more subtle discrimination.

Vendor: Developmental Learning Materials
#308 $1.50
#309
#310

68-0066.02

FLANNEL-BOARD CUT OUTS (Consumable)
Over 144 stars, hearts, birds and other familiar objects. For classroom drill in learning alphabet letters, pronouncing sounds for reading and spelling words.

Vendor: Practical Drawing Company
#7803 $2.75

68-0067.01
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PLAY CHIPS
This toy with a purpose teaches concept of quantity, sorting, counting, color differentiation, design. 40 play chips, in 4 different shapes and colors

Vendor: Childcraft
#3M 319 $4.75

68-0068.01
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INTARSIO
A handsome game based on the art of inlay. 24 each of 6 basic shapes in rich colors. Teaches recognition of geometric shapes, pattern perception, creativity in design.

Vendor: Childcraft
#3M 161 $6.95

68-0070.01

GEOMETRIC SORTING BOARD
A simple self-corrective sorting exercise in which each of the colored shapes has to be placed over the correct group of pegs. Include 4 circles, 4 triangles, 4 rectangles, 4 shapes.

Vendor: Childcraft
#3X 179 5.50

68-0071.01

SEQUENTIAL SORTING BOX

Designed for sequential teaching of shape discrimination; permits children to learn how to identify and sort shapes at their own rate. Six interchangeable panels and 15 shapes included in set.

Vendor: Childcraft
#3M 413 $8.95

68-0072.02

SKIP ROPES
9 foot rope with ball bearing handles provides faster action, more exciting play activity.

Vendor: Childcraft
#4A 162 $2.25

68-0073.01
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.04 (incomplete)

LEARNING TOWER
Twelve six-sides polyethylene nesting cups, in bright colors, provides challenge to stack or nest according to shape and size.

Vendor: Childcraft
#3M 202 $1.25

68-0075.01
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THREADING BLOCK
Push the wooden needle into any hole, and it comes out of a hole on another side. An unusually fine device for developing finger, hand and eye coordination.

Vendor: Childcraft
#3M 163 $3.95

68-0077.01
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PUZZLE FORM BOARD
One puzzle contains 8 colored shapes with knobs for easy handling; the other consists of 9 pieces without knobs.

Vendor: Didago

68-0078.01

LARGE HORSESHOE MAGNET
Long lasting, powerful magnet, 5" long. Complete with keeper.

Vendor: Childcraft
#3P 302 $1.75

68-0079

INTERLOCKING TRAINS
An unpainted interlocking train set consisting of an engine, tender, tank car and caboose. Designed and cut so that they may be easily coupled and pushed along the floor, with wooden base.

Vendor: Childcraft
#4B 114 $5.50

68-0080.01

PLAY CHAINS
First manipulative toy, Bright red, yellow, green and blue links of smooth rigid plastic, easy for little hands to hold and pull.

Vendor: Childcraft
#3J 350 $1.95

68-0082.01
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LEARNING TO DRESS
Exceptionally sturdy boards covered in brightly colored canvas that teach simple dressing processes, help develop hand and finger control. Four individual boards, etc.

Vendor: Childcraft
#3M 150 $3.95

68-0083

BLOCKS
For beginning block builders, a set with 12 basic shapes. Precision-made unit blocks from selected straight-grained, kiln-dried maple. Full set of 344 pieces.

Vendor: Childcraft
#3B 361 $124.00

68-0084.01

PRIMARY CUT-OUTS (FLANNEL BOARD)
144 felt cut-outs including rabbits, ducks, stars, apples, birds, pears, squares, discs, and bars. Many uses in arithmetic and readiness activities.

Vendor: Instructo #3X 156-144
#10 $2.75

68-0086.02
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BATISCO INTERLOCKERS
Excellent for developing skills, may be used by a child as young as 2. 316 pieces consisting in 6 colors, wheels and axles. Packages in durable plastic box.

Vendor: Cole Supply Company
#98-8864 $1375

68-0088

EARLY CHILDHOOD ENRICHMENT SERIES
The materials in this unit provide enrichment experiences particularly related to visual discrimination skills. Includes Teacher's Guide with suggestions on how to use the Feeley Meeley game and other toys.

Vendor: Milton Bradley Company
#7909 $42.00

68-0089.02

OUTDOOR DOMINOES
Now a domino game that can be played anywhere. There is no wood to warp, no small pieces to lose. These brightly colored, oversized dominioes are lightweight and easy for small hands to grasp. Made of plastic there are 28 pieces in a set.

Vendor: Childcraft
#4X 554 $8.95

68-0092

BABY ACTION BALL
For children ages 6 to 18 months. Lots of action. Pushing, rolling and bouncing causes the bright plastic granules in the central hourglass to sift back and forth. Contains 1 action ball.

Vendor: Playskool (Milton Bradley Company)
#43 $2.93

INVENTORY 1978

AUDIO VISUAL

68-0094

BABY DRUM DROP
For ages 6 to 18 months.

Vendor: Playskool
#47 $2.97

68-0098

NESTING BOWLS
For ages 1-4 years. Eight colorful polyethylene bowls for stacking and nest play. Teaches Size, shape and color matching relationship.

Vendor: Playskool (Milton Bradley Company)
#1037 $.96

68-0100

TIP-TOE TURTLE
A merry musical action pull toy. Ages 1-4 A child learns a lot while laughing and playing. He learns about colors and what makes things go.

Vendor: Fisher Price Toys
#773 $2.76

68-0101.01
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TINKER TOYS
For boys and girls ages three and up. There are 125 parts.

Vendor: Educational
#136 $2.48

68-0104

BABY CHIMES
1 baby chime with three different sounds. Ages 6 to 18 months. Three different colored wheels. Each twirl produces continuous chime sounds.

Vendor: Playskool (Milton Bradley Company)
#42 $3.96

68-0107

HI-HO CHERRO
A game for ages 4-8 years.

Vendor: Whitman
#4703 $1.28

68-0113

PARCHEESI
American Bes loved family game of skill, change and excitement. For all ages.

Vendor: Selchow and Righter Company
#2 $2.47

68-0116

PERCEPTUAL CARDS AND DOMINOES CARDS
Nine different decks of cards used for matching and sorting activities and simple card games for two to five children. Five decks show six basic geometric shapes, difficulty is increased.

Vendor: Teaching Resource Corporation
#35-540 $13.00

68-0117

SHAPE ANALYSIS AND MATCHING CARD
Consist of two decks of cards, each containing 18 pairs. The cards provide practice and reinforcement in developing fine visual discrimination skills of scanning and analysis. Individual activities and group games are described in the guide.

Vendor: Teaching Resource Corporation
#81-140 $5.75

68-0118

COGNO-BOARD
Designed to develop perception of spatial relationships and to reinforce that perception by actively involving the student in problemsolving activities. Set contains 23 different pattern combination, with 9 duplicates.

Vendor: Teaching Resource Corporation
#81-210 $5.25

68-0119

MATCHING CARDS
Four decks of cards each contain 12 identical pairs of pictures with circus theme. The pairs of the Circus Scenes deck are most difficult to match, varying in the position and orientation of many details together. The guide suggests games and activities for one to four children.

Vendor: Teaching Resource Corporation
#81-170 $7.50

68-0121

SPATIO-MATCH
Help to develop the student's ability to perceive sequence and the directional orientation of abstract symbols. Three decks of cards each containing 12 identical pairs, are used for sorting and matching activities. This aids in later ability to distinguish between letters which are similar in configuration, and to perceive the sequence of letters in words.

Vendor: Teaching Resource Corporation
#81-230 $5.25

68-0124

PHONIC PUZZLES AND GAMES

A set of 14 rhyme word picture cards, with matched centered cuts. Also a large non-distracting game board for learning initial consonant sounds, blends, and deagraphs. Players use four different phonetically marked dice to determine moves.

68-0125

GEOMETRIC SHAPES AND ASSOCIATIONS

Two separate sets of cards emphasize six different shapes. In the set of 36, each is shown in six different colors. The set of 30 Association Cards shows five different examples of six shapes: a solid form in color, in outline form, and three associated common objects.

Vendor: Teaching Resources Corporation
#10-130 $9.95

68-0126.01
.02

FORM PUZZLES

Twelve puzzles, six each in two sizes. Each puzzle is cout into quarters, with each quarter divided diagonally, Almost unlimited variety of designs can be made, ranging from simple two-piece complex.

Vendor: Teaching Resources Corporation
#10-130 $9.95

68-0127

QUANTITY AND NUMBER REALTIONSHIPS

Three sets of 36 cards each, showing set configurations of one to six. The first set is color cued, with a different color for each quantity; the second is in one color; the third set is black and white.

Vendor: Teaching Resources Corporation
#10-150 $9.95

68-0128.A
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.D
.E
.G
.H

LETTER RECOGNITION

This series of eight strip books with three strips per page applies skills of visual discrimination to the recognition of all the letters of the alphabet. Each book Groups together letters which have similar configurations and which are most commonly confused or reversed in reading, writing, and spelling

Vendor: Teaching Resources Corporation
#81-130 $8.50

68-0129.01 (Red, A-L)
.02 (Yellow, A-H)
.03

GIANT BLOCKS
Cretivity and color combine in these pliable, yet unbreakable, polyethylene blocks. Children can erect hundreds of structures with basic squares, rectangles, traingles. Hole in each block give handle for small fingers. Set of 9; Red, yellow and blue.

Vendor: Practical Drawing Company
#7109 $24.00

68-0130.02
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ALL MUSICAL INSTRUMENTS

68-0131.01
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SEW A FORM AND PATTERNS
This set consists of four foam boards, pattern cards, eight colors of yarn, and four plastic needles.

Vendor: Dick Blick
#6094 $7.50

68-0132.01

LARGE PARQUETRY AND PATTERNS
Contains 16 plastic laminated cards on which are printed colorful designs in graduated difficulty. Also included are 156 pieces in 8 colors made of Tactilmat.

Vendor: Dick Blick
#6213 $7.00

68-0133.01
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JUMBO PARQUETRY
This set contains the same amount of Tactilmat Parquetry.

Vendor: Dick Blick
#6210 $13.50

68-0134.01
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DIRECTION FORM-FRAMES
These are made of rubber-like TACTILMAT. Attractively colored, each set contains four Form-Frames. It contains shapes depicting various modes of transportation and develops the concept of directionality. The Form-Frames are presented in progressive degrees of difficulty, enabling the child to proceed in accordance with ability, and the initial tasks are designed to insure successful response.

Vendor: Practical Drawing Company (Ideal)
#6027 $5.75

68-0137.01
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ROUND WOODEN PEGS
Box of 1000. 2" pegs, six assorted colors. Excellent for children experiencing motor problems.

Vendor: Dick Blick
#3695 $4.75

68-0138.01 thru .11
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.13
.14
.15
.16

PLASTIC PEGBOARD
Gray Plastic 100 hole pegboard. Accomdated Wooden Pegs.

Vendor: Dick Blick
#3685 $.90

68-0139.01
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WEAVING MATS
Set of paper mats with slotted strips for insertion of colored weaving strips

Vendor: Ideal

68-0140.01

TWISTER
Floor game for ages 6 to adult.

Vendor: Milton Bradley Company

68-0141.01
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MEMORY CARD MATCHING GAME
For ages 4-10

Vendor: Milton Bradley Company

68-0142.01
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PLAYSKOOL FORM BOARD

68-0144.C

WHAT'S PART OF WHAT?
Lift-up puzzle game

Vendor: The Child's World Co.

INVENTORY 1978

PROFESSIONAL BOOKS
AND TESTS

01-0001.03

TEACH YOUR CHILD TO TALK
A Parent Handbook

Vendor: Cebco Company
$1.50

01-0002

DEVELOPMENTAL DIAGNOSIS Second Edition
Gesell and Amatruda

Vendor: Harper and Row

01-0003

PORTEUS MAZE TEST: FIFTY YEARS APPLICATION
Stanley D. Porteus

Vendor: Pacific Books

01-0004

DAILY SENSORIMOTOR TRAINING ACTIVITIES
A Handbook for Teacher and Parent of Pre-School Children. William T. Braley

Vendor: Harper and Row

01-0007

LEO PRESENTS: THE PARENTS
Leo Buscaglia

Vendor: TACLD Resources and Publications

01-0008

T.A.C.L.D. PRESENTS LEO BUSCAGLIA
Leo F. Buscaglis

VEndor: TACLD Resources and Publications

01-0009.01
.02

WISC SCORING CRITERIA (TEST)
James O. Massey

Vendor: Consulting Psychologist Press

01-0010.01
.03

SPEECH CORRECTION THROUGH LISTENING
Bryng Brungelson

Vendor: Teacher Resource Book

01-0011

TEACHER'S LOUNGE
A Diagnostic Teaching Game for Teachers

Vendor: Educational Design

01-0014

GESSELL DEVELOPMENTAL SCHEDULES (TEST)
Dr. Gesell

Vendor: Psychological Corporation

01-0017 VERBAL LANGUAGE DEVELOPMENT (TEST)
Merlin J. Mechan

Vendor: American Guidance Service

01-0018 WPPSI SET (TEST)
6R947

Vendor: American Guidance Service

01-0020 DENVER DEVELOPMENTAL SCREENING TEST (TEST)
C112

Vendor: American Guidance Service

01-0021.02
.03
.01 CATTELL INFANT INTELLIGENCE SCALE AND MANUAL (TEST)
6E013 & 6E403

Vendor: Psychological Corporation

01-0022.01
.02 STANDFORD-BINET INTELLIGENCE SCALE KIT (TEST)

Vendor: Houghton-Mifflin

01-0023 ALPERN BOLL DEVELOPMENTAL PROFILE (TEST)
7 manuals

Vendor: Psychological Development Publications

01-0024 THE SHADOW CHILDREN
Careth Ellingson

Vendor: The Professional Press, Inc.

01-0029.01
.02 CORRECTION OF DEFECTIVE CONSONANT SOUNDS
Nemoy - Davis

Vendor: Expression Company

01-0030.01 VOICE AND ARTICULATION DRILL BOOK
Fairbanks

Vendor: Harper and Row

01-0031 SPEECH CORRECTION
Principles and Methods

Vendor: Prentice Hall

01-0032 EVALUATION AND EDUCATION OF CHILD WITH BRAIN DAMAGE
Morton, Bortner Ph.D.

Vendor: Charles C. Thomas

01-0033 OSERETSKY TEST OF MOTOR PROFICIENCY
C 128

Vendor: American Guidance Services, Inc.

01-0034 GOLDMAN-FRISTOL TEST OF ARTICULATION

Vendor: American Guidance Services, Inc.

01-0040 JOHN TRACY CORRESPONDENCE COURSE FOR PARENTS OF PRE-SCHOOL DEAF CHILDREN

Vendor: John Tracy Clinic Educational Materials

01-0043 PLAY IT BY EAR

Vendor: John Tracy Clinic Educational Materials

01-0046.02 SPEECH AND LANGUAGE DEVELOPMENT OF THE PRE-SCHOOL CHILD
Thomas Billings

Vendor: Charles C. Thomas

01-0048.01
.02
.03
.04 WAYS OF STUDYING CHILDREN
Millie Almy

Vendor: Teachers College Press

01-0049 LANGUAGE FOR THE PRESCHOOL DEAF CHILD
Grace M. Harris

Vendor: Grune and Stratton

01-0050 CURRICULUM GUIDE
Hearing-Impaired Children - Birth to Three Years - and Their Parents
Winifred H. Northcott, Ph.D., Editor

Vendor: University of Minnesota
Department of Education
Minneapolis Public Schools

01-0051.01 COORDINATED HELPS IN LANGUAGE DEVELOPMENT (CHILD)
Northwest Regional Educational Labor

Vendor: Portland Public Schools

01-0053 P.R.E.B. (PUPIL RECORD OF EDUCATIONAL BEHAVIOR) (TEST)
Ruth Cheves

Vendor: Teaching Resources Corporation
#11-100 $49.00

01-0054.02 CURRENT RESEARCH IN EARLY CHILDHOOD EDUCATION
Annie L. Butler

Vendor: EKNE

01-0055.01 KINDERGARTEN EDUCATION

Vendor: EKNE

01-0056.02 DEVELOPING MENTALLY, HEALTHY CHILDREN
Katherine E. D'Evelyn

Vendor: EKNE

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Bluhm

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Owen W. Cahoon

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Barbara J. Taylor

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Barbara J. Taylor

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PARENT AWARENESS KIT
A Self Development Program for Parents

Vendor: Prismatica International

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PARTNERS IN LEARNING (FILMSTRIP)
Nancy Bingamon

Vendor: TACLD Resources

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READY...SET...READ ALONG
Eunice Insel

Vendor: Educational Activities, Inc.

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SPIN, SPIDER, SPIN (RECORD)
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Vendor: Educational Activities, Inc.

01-0072 IDEAS, THOUGHTS AND FEELINGS (RECORD)
Hap Palmer #AR549

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01-0075 RAMO (AND SONG BOOK)
Phyllis Hiller

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01-0080 KINDERGARTEN FOR TODAY'S CHILDREN
Clarice Wills & Lucile Lindberg

Vendor: Follett Company

01-0083 HOW YOU CAN HELP YOUR RETARDED CHILD
Edward L. French, Ph.D.

Vendor: J. B. Lippincott

01-0088 THE CHILD SPEAKS
Margaret C. Byne

Vendor: Harper and Row

01-0089 LEARNING TIME WITH LANGUAGE EXPERIENCES FOR YOUNG CHILDREN
Louise Binder Scott

Vendor: Webster Division, McGraw Hill

01-0093 THE ENGLISH INFANT SCHOOL AND INFORMAL EDUCATION
Lillan Weber

Vendor: Prentice Hall

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Betty Coody

Vendor: Wm. C. Brown C. Publisher

01-0096 THE ABSORBENT MIND
Maria Montessori

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01-0097 SCHOOLS ARE FOR CHILDREN
Alvin Hertzberg and Edward F. Stone

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William F. Pepper

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Gerald R. Patterson

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Evelyn Goodenough Pitcher

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D. Bruce Gardner

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01-0107 THE PRESCHOOL IN ACTION
Ronald K. Parker

Vendor: Allyn and Bacon, Inc.

01-0109 THE BEGINNING KINDERGARTEN TEACHER
Lorraine Salot & Jerome Leavitt

Vendor: Burgess Publisher Company

01-0112 HELPING YOUR YOUNG CHILDREN LEARN
Evelyn Goodenough Pitcher

Vendor: Charles E. Merrill, Publisher

01-0114 IDEAS FOR LEARNING CENTERS
Elaine Moore, Jerri Greenlee

Vendor: Lear Siegler, Inc./Fearon Publisher

01-0115 AN ACTIVITIES HANDBOOK FOR TEACHERS OF YOUNG CHILDREN
Doreen J. Croft and Robert D. Hess

Vendor: Houghton - Mifflin Company

01-0116.01 THIS IS MUSIC FOR TODAY
.02 Adeline McCail

Vendor: Allyn and Bacon

01-0117 GETTING TO KNOW MYSELF (RECORD)
Hap Palmer

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01-0118 SONGS IN MOTION - GROSS MOTOR ACTIVITY (RECORD)
Henry Colella

Vendor: Educational Activities AR 691

01-0119 SONGS IN MOTION - FINE MOTOR ACTIVITY (RECORD)
Henry Colella

Vendor: Educational Activities AR 690

01-0120 SONGS IN MOTION - ROUND THE YEAR HOLIDAY SONGS (RECORD)
Henry Colella

Vendor: Educational Activities AR 693

01-0125 SONG BOOK
Hal Palmer

Vendor: Educational Activities

01-0126.01 FIRESIDE BOOK OF CHILDREN'S SONGS
.02 Marie Winn

Vendor: Simon and Schuster

01-0127.01 NEW SONGS AND GAMES
Ethel Crowninshield

Vendor: Boston Music Company

01-0130.01 MY SPEECH WORKBOOK "S - Z" SOUNDS (SECOND EDITION)
Jayne Hall Parker

Vendor: The Interstate Printer and Publications

01-0143 CONFIGURATIONS OF CHANGE
Nancy Kreinberg
Stanley Chow

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John D. and Helen B. Krumbolty

Vendor: Prentice-Hall, Inc.

01-0147.01 HANDICAPPED CHILDREN IN HEAD START SERIES
.02 Thomas Wilds

Vendor: Council for Exceptional Children
Reston, Virginia

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01-0153.01 HANDICAPPED CHILDREN IN HEAD START SERIES
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Vendor: Council for Exceptional Children
Reston, Virginia

01-0154.01 HANDICAPPED CHILDREN IN HEAD START SERIES
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Vendor: Council for Exceptional Children
Reston, Virginia

01-0155 READING GLASS

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TRAINING RETARDED BABIES
Thomas F. Linde, Ph.D.
Thusnelda Kopp

Vendor: Charles C. Thomas

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DEAL ME IN
Margie Golick

Vendor: Jeffrey Norton Publishers, Inc.

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CURRICULUM IDEAS FOR YOUNG CHILDREN
Viola Carmichael

Vendor: Southern California Association for Education of Young Children

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EARLY CHILDHOOD EDUCATION: PERSONALITIES
Wilma Bardwell
Rose Spicola

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MENTAL HEALTH IN CLASSROOM AND CORRIDOR
Alicerose S. Barman

Vendor: Western Publishing Co., Inc.

01-0163

THE SIXTH MENTAL MEASUREMENTS YEARBOOK
Oscar K. Buros

Vendor: Gryphon Press

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REPORT OF THE NATIONAL CONFERENCE ON PARENT/EARLY CHILDHOOD EDUCATION
Denver, Colorado

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1975-76 TEXAS SCHOOL DIRECTORY

Vendor: Texas Education Agency

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ACTION FORMAT FOR EARLY CHILDHOOD DEVELOPMENT CAREERS

Vendor: Texas Department of Community Affairs

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ORAL LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD EDUCATION

Vendor: Texas Education Agency, 1975

01-0168 COMMUNITY-PLANNED PROGRAMS FOR CHILDREN -- DO THEY WORK?

Vendor: Texas Department of Community Affairs

01-0169 A PLAN FOR CHILD AND YOUTH CARE IN TEXAS -- GUIDE TO CHILDREN'S SERVICES: 1975-76

Vendor: Interagency Task Force on Youth Care and Rehabilitation

01-0170 TAKE STOCK IN TEXAS -- INVEST IN CHILDREN GUIDE TO CHILDREN'S SERVICES: 1975-76

Vendor: Texas Department of Community Affairs

01-0171 SUCCESSFUL METHODS OF TEACHING THE SLOW LEARNER
Muriel Schoenbrun Karlin
Regina Berger

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01-0172 BIRTH DEFECTS: ATLAS AND COMPENDIUM
Daniel Bergsma, M.D.

Vendor: National Foundation -- March of Dimes

01-0173 PRETTY STRONG STUFF FOR FIVE-YEAR-OLDS? (RECORD)

Vendor: Field Educational Publications

01-0174.01 GETTING THROUGH: A GUIDE TO BETTER UNDERSTANDING OF THE HARD OF HEARING (RECORD)

Vendor: Zenith Record Corporation

01-0175 SHAPING A CURRICULUM FOR EARLY EDUCATION

Vendor: Ferguson-Florissant School District
Ferguson, Missouri

01-0176 MUDPIES AND MEDIA

Vendor: Media Services and Captioned Films Branch

01-0177 WINDOWS ON RUSSIA
James J. Gallagher

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01-0178 THE PORTAGE GUIDE TO HOME TEACHING

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01-0179 TEXAS HANDICAPPED CHILDREN'S EARLY CHILDHOOD PROGRAM

Vendor: PESO Education Service Center — Region XVI

01-0180 PARENTS AND CHILDREN -- ACTIVITIES AND ENVIRONMENT FOR INFANTS AND TODDLERS
Wendy Drezek, Ph.D.
Mary Anne Harmon

01-0181 SOME SPECIAL PROBLEMS OF CHILDREN AGED TWO TO FIVE YEARS
Nina Ridenour, Ph.D.
Isabel Johnson

Vendor: Child Study Assoication Publication

01-0182 STORIES THAT STICK . . . ON THE FLANNELBOARD
Louise Scott

Vendor: Instructor Curriculum Materials

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Vendor: Garnett Achievement Center

01-0184 INSTRUCTIONAL MATERIALS FOR THE HANDICAPPED BIRTH THROUGH EARLY CHILDHOOD
Arden R. Thorum

Vendor: Olympus Publishing Company

01-0185 WORKING WITH ABUSIVE PARENTS FROM A PSYCHIATRIC POINT OF VIEW
Brandt Steele

Vendor: U.S. Department of Health, Education and Welfare

01-0186 CHOOSING A CHILD CARE CENTER?
Bob German

Vendor: U.S. Department of Health, Education and Welfare

01-0187 — YOUR CHILD: SMOOTHING THE WAY TO KINDERGARTEN
Bob German

Vendor: U.S. Department of Health, Education, and Welfare

01-0188.01 — TOWARD BETTER KINDERGARTENS
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01-0190 — LANGUAGE TRAINING PROGRAMS FOR YOUNG DEVELOPMENTALLY DELAYED CHILDREN

Vendor: Institute on Mental Retardation and Intellectual Development

01-0191 — FAMILY EDUCATION PROGRAMS FOR PRE-SCHOOL HEARING-IMPAIRED CHILDREN

Vendor: Bureau of Education for the Handicapped

01-0192 — METHODS AND MATERIALS IN EDUCATION OF HEARING IMPAIRED

Vendor: Bureau of Education of the Handicapped U.S.O.E.

01-0193 — SOURCES OF INFORMATION AND SERVICES FOR THE HEARING IMPAIRED IN TEXAS: A DIRECTORY

Vendor: Texas Commission for the Deaf

01-0197 — HOME STIMULATION OF HANDICAPPED CHILDREN THE MARSHALLTOWN PROJECT
.A — Professional Guide
.B — Parent Guide
.D — Manual IIa
.E — Manual IIb
.F — Manual IIc

01-0198.A through .F — Same as above

01-0198.B — Same as above
.D
.E

01-0200 PRESCHOOL CHILDREN
Mollie Smart
Russell Smart

Vendor: Macmillan Company

01-0201 SCHOOL-AGE CHILDREN
Mollie Smart
Russell Smart

Vendor: Macmillan Company

01-0202 EVEN LOVE IS NOT ENOUGH. . .CHILDREN WITH HANDICAPS
.01 Educational and Language Disabilities
.02 Behavioral and Emotional Disabilities
.03 Intellectual Disabilities
.04 Physical Disabilities

Vendor: Parents' Magazine Films, Inc.

01-0203 MORE THAN LOVE

Vendor: National Foundation March of Dimes
Glenn Educational Films, Inc.

01-0204 THE EFFECTIVE PARENT
.01 The Parent as Teacher
.02 Learning in the Home
.03 Learning Through Play
.04 Learning Away From Home

01-0205.01 INFANT APPRAISAL (FILM)
.02 A DEVELOPMENTAL APPROACH TO CASEFINDING
(BOOK WHICH ACCOMPANIES FILM)

Vendor: National Audio Visual Center

01-0206.01 PRESCHOOL SCREENING SYSTEM
.02 INCLUDES: (A) SUPPLEMENTARY MANUAL OF INSTRUCTIONS FOR ADMINISTERING TO 3-5 YEAR OLD CHILDREN,
(B) EXAMINER'S ADMINISTRATION MANUAL and
(C) START OF LONGITUDINAL-PREVENTIVE APPROACH
Marion and Peter Hainsworth

Vendor: Project Maine Stream Outreach Program

01-0209.01

EARLY EDUCATIONAL PLANNING--A FIRST LOOK
Frances H. Hale, Diane R. Juster

Vendor: PMSOP

01-0210

PORTAGE PARENT PROGRAM

.A Parent Readings

.B Instructors Manual

.C Richard D. Boyd, Susan M. Bluma, Kathleen Stauber

.D

.E Vendor: Cooperative Education Service Agency 12

.F

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BELL AND HOWELL CASSETTE RECORDERS
#3040 A.

Vendor: Educational Equipment Company
$55.95

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KODAK CARROUSEL SLIDE PROJECTOR
$220.05

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Vendor: Wholesale Electronic Supply
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SONY VIDEOCAMERA
AV-3400 #43447

Vendor: Wholesale Electronic Supply
$803.75

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SONY TRANSISTOR VIDEO MONITOR
Model CVM 110U #11409

Vendor: Wholesale Electronic Supply
$195.00

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SONY VIDEO TAPE
V-30H

Vendor: Wholesale Electronic Supply
$168.00

AV-0016

SONY CARRYING CASE
vc/3400

Vendor: Wholesale Electronic Supply
$70.20

AV-0017

SONY RF UNIT
FRU-64FW

Vendor: Wholesale Electronic Supply
$80.00

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VIDEO TAPE MONITOR

Vendor: Wholesale Electronic Supply
$300.00